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ABSTRACT

The manual, intended for local education agency administrators, outlines Program Quality Evaluation (PQE), North Carolina's approach to measuring special education programs. Chapter 2 establishes the rationale of evaluation and advocates the goal-based approach. Chapter 3 lists three program goal areas (determining learner gains/outcomes, locating and evaluating learners, and placing learners appropriately) with separate program objectives under each. Evaluation questions and criteria are then proposed for each goal area and objective in chapter 4. Chapters 5 through 9 detail procedures in collecting data, selecting the sample, using the instrumentation (including record review and parent, staff and student surveys--samples of which are appended), analyzing the data and reporting results, and developing a management plan to implement program improvement activities. (CL)

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PQE Special Education

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PROGRAM QUALITY EVALUATION

North Carolina Department of Public Instruction/Division for Exceptional Children/Raleigh, NC 27611

EC 172033

Special Education

Program Quality Evaluation (PQE)

North Carolina Department of Public
Instruction
Division for Exceptional Children
Raleigh, NC 27611

FOREWORD

Quality in education is a vital factor for a progressive program. Special Education Program Quality Evaluation is a system that has been developed to determine the quality and effectiveness of our special education programs. Today more than ever before, special educators are held accountable by parents and legislators for the educational gains of students. This system is designed to yield a report to be used by educators for program improvement and staff development. It will also reflect the positive aspects of the program.

The development of the Program Quality Evaluation system has taken countless hours and much effort on the part of many concerned educators. We are grateful for the opportunity to develop this publication for the use of school personnel in North Carolina as they attempt to provide quality services to our exceptional children.

A. Craig Phillips
State Superintendent of Public Instruction

PREFACE

The Division for Exceptional Children is dedicated to evaluating the quality of our exceptional children programs. The Special Education Program Quality Evaluation system is designed to ascertain the existence of quality in special education programs, determine educational gains of student learners in the programs, and establish specific needs for technical assistance from the state education agency. This process will be achieved through the use of a random review of student records and distribution of surveys. At the culmination of the process, a variety of school personnel, the parents of special students, and the students themselves will have the opportunity for input into evaluating their program. The information gathered from the Program Quality Evaluation is used in many ways including documentation of exemplary programs, local school board negotiations, staff development, etc.

We are proud of our system for evaluating the quality of our special education programs and feel that through the use of this program, the handicapped students in North Carolina can be better assured a quality education.

Theodore R. Drain
Assistant State Superintendent
Support Services

E. Lowell Harris, Director
Division for Exceptional Children

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CHAPTER I

INTRODUCTION

What is PQE?

Program Quality Evaluation (PQE) is the measurement of how individuals perceive the quality and effectiveness of your special education programs. It answers some of the questions that educators and the public have been asking.

. Is the special education program effective?

. Are special needs children learning academics and skills?

. Which parts of the special education program are excellent and which are satisfactory?

A number of people know the answers to these questions for your local education agency (LEA). School staff certainly know a great deal about the quality of the programs, as do the parents of special needs children and the children themselves. The professionals who record individual student progress also have answers. The key here is to combine what they individually know into a total Program Quality Evaluation. This manual shows the LEA evaluation coordinator how to collect information, produce a report and take action.

Selecting an Evaluator

Determination of who should be selected as the LEA evaluation coordinator is left to the LEA. In many cases, a professional from the support services staff versed in evaluation and measurement might serve as the coordinator. The process also can be enhanced by an active, knowledgeable advisory committee which could provide guidance and direction.

The Evaluation Cycle

To allow sufficient time for the LEA to implement action plans and demonstrate progress toward identified goal areas, the special education

Program Quality Evaluation should be conducted every three to five years. The teamwork of the State Education Agency (SEA) and LEA evaluators is an integral part of the process.

The Evaluation Process

This manual was developed for use by the LEA evaluation coordinator with the assistance of the SEA Regional Coordinator. Because it is believed that LEAs have the desire and capability to conduct Program Quality Evaluation, this manual has been developed with the LEA evaluation coordinator serving a critical role.

The SEA regional coordinator's function in one of initial training and on-going support. It is the job of the LEA evaluator to coordinate the project, gather and analyze data, generate a report and establish a viable plan of action.

The process of conducting a special education Program Quality Evaluation can be done over approximately three and one-half months if the LEA uses the following timeline:

Steps	During Week No.
1. LEA selects an evaluation coordinator to conduct the Program Quality Evaluation and to serve as liaison with the SEA.	0 (Start)
2. Evaluation coordinator prepares for the Program Quality Evaluation (with technical assistance as necessary from the SEA Regional Coordinator).	1
a) studies Program Quality Evaluation Manual	2
b) selects sample	3
c) copies instruments	3
d) selects and trains folder reviewers	4 & 5
e) gathers existing LEA data for Instrument H	5

f) distributes surveys 6

g) collects surveys and follows up on nonrespondents 10

h) submits scan sheets for computer tallying 12

3. Evaluation coordinator interprets the results, writes the report and formulates the management plan. 14

4. Evaluation coordinator determines which, if any, self study issues (Instrument H) will be examined over the course of the next year. 14

Total of 14 weeks

Units of Analysis

In order for evaluation data to have any meaning, it must be organized in some reasonable manner. A determination must be made before the instruments are developed as to how the data will be reported. Any number of variables can be included in information gathering to be used later for analyzing results. For example, name of school, age, sex and ethnicity are all student variables which would produce interesting analyses either in conjunction with each other or individually.

For the purpose of this manual, three "units of analysis" have been chosen: area of primary exceptionality (i.e., the student's diagnosed major handicap), student settings (i.e., the student's classroom placement on continuum from regular education/indirect special education to home/hospital placement), and educational level (i.e., elementary, grades K-8 or secondary, grades 9-12). Table shells (blank tables) for reporting the data are organized using these units of analysis.

It is important to identify all the ways in which data will be analyzed early in the process so that the right information is requested at the time of evaluation. An LEA's access to a computer might be a deciding factor in the number of ways data are reported. The time burden consideration for respondents should be another.

An Overview of the Manual

This manual is designed to assist LEA administrators, working in conjunction with SEA Regional Coordinators, to find answers about the quality of their special education programs. The clear, step-by-step format of each chapter allows the evaluator to work in a systematic manner to examine components of the special education program for indicators of quality.

Chapter II establishes the purpose of conducting this, or any, evaluation in order to provide the evaluator with the basic underlying assumptions inherent in the process. The PQE Manual employs a goal-based evaluation approach.

Chapter III sets forth program goal areas and accompanying objectives as the major focal points for an investigation of quality using a goal-based model. While the evaluator may choose to develop goals specific to the LEA, the advantages of such tailoring appear to be outweighed by the disadvantages in time and effort expended. Further, Chapter IV provides the evaluation questions which have been derived from the goal areas and objectives. An explanation of criterion levels is also included to enable the evaluator to set standards against which program quality will be measured.

Keeping efficiency and effectiveness in mind, Chapter V overviews various methods for collecting data for each evaluation question. Throughout the process, it is important to strike a balance which would emphasize good evaluation practice with a minimum of time and paperwork burden. Chapter VI describes methods for sampling to be used which will address both points. Sampling plan table shells are included in Appendix A to establish appropriate sample sizes for each data source.

Chapter VII describes the instrumentation used in gathering the actual evaluation data. The instruments are included in Appendix B as camera-ready copy for printing or photocopying for distribution and use.

Analyzing the data and reporting the results are detailed in Chapter VIII. Table shells for organizing results and expediting report preparation are contained in Appendix C.

Finally, Chapter IX instructs the evaluator in developing a management plan which is responsive to the findings of the program quality evaluation and is practical.

Definition of Terms

It is important to ensure a common understanding of some of the terms to be used regularly throughout the manual. As used here, the term special education program refers to the total LEA system by which students receive specially designed instruction within different placement settings on the continuum. The program, then, is used to encompass all of special education in an LEA.

Evaluation is a word with a number of meanings to educators. Here it is important to draw the distinction between evaluations used to measure individual student progress and a Program Quality Evaluation with which an LEA determines the extent to which program goals and objectives are being met. The latter definition is used in Program Quality Evaluation.

An additional clarification should be added to emphasize the difference between the special education Program Quality Evaluation and compliance monitoring. The focus on monitoring is the determination of compliance with laws and regulations. The focus of this evaluation is the extent to which program goals and objectives are being met...are students benefiting from special education?

CHAPTER II

PURPOSE OF PROGRAM QUALITY EVALUATION

Local improvement of program quality, public information, and state planning and policy development are three reasons that a Program Quality Evaluation needs to be conducted for each LEA. Special education has grown substantially in terms of its scope, cost and complexity during the past decade. The North Carolina Department of Public Instruction is exercising its leadership function by providing a vehicle for the critical analysis of these essential programs and services.

Local Improvement of Program Quality

Overall, educators feel reasonably sure that special education programs are benefiting students. All students have Individualized Education Programs (IEPs), substantial resources are directed toward implementing these IEPs, and a host of procedural safeguards provide minimum procedures that must be used in the decision-making process for each child. Now information is needed that goes beyond compliance issues to address program quality. As an example, it is not enough to know that many students have reading objectives in their IEPs and that these IEPs are reviewed in accordance with mandates. School administrators want to know if students are learning to read commensurate with their ability and handicap. Administrators also need to know if the student assessment process places students in the most appropriate program and provides useful information for the teaching of reading.

Local Public Information

Program evaluation results are useful in public information efforts. Such evaluation results provide a constructive arena for discussion that centers around helping children. This type of discussion leads to genuine, lasting support from a community. Everyone, including parents of children with special

needs, must see program outcomes. These outcomes are among the reasons people have worked for special education mandates and funding over the years. After program access issues have been met through basic compliance, program quality is the center of parental concern.

Support for programs must be sought from the general public as well as from parents of children with special needs. Responsible support from the public can be expected when the program in question has been shown to be effective. Moreover, when a systematic study shows a portion of the program to be in need of attention, better arguments also can be made for increased program support.

State Planning and Policy Development

Much can be done by the SEA as the result of special education program evaluation. Planning for such areas as grants, technical assistance, and staff development will be greatly advanced by detailed knowledge of program quality. Needs assessment becomes much more direct with the inclusion of program evaluation data.

Policy development in the administrative and legislative branches is enhanced by program evaluation results aggregated across the LEAs. State policy makers need to know the effects of the substantial sums of money spent on special education in North Carolina each year.

Finally, the long-term benefits of statewide data collection should be noted. The SEA is collecting both student and program data with Program Quality Evaluation to produce reports regarding special need student achievement norms and special education programmatic effects.

CHAPTER III

PROGRAM GOAL AREAS AND OBJECTIVES

Using a goal-based program evaluation model presupposes the existence of program goals. While it is recognized that local needs would dictate particular areas of emphasis within some broadly stated areas, there are some goals which pertain to all LEAs in defining direction for their special education programs.

The three goal areas defined in the manual address those broad areas for the purpose of examining quality. The general areas of Determining Learner Gains/Outcomes, Locating and Evaluating Learners and Placing Learners Appropriately allow for a thorough analysis of how well an LEA's special education program is working. These goal areas were developed for this process using the requirements of statute and/or regulation and the good practices that define program quality beyond compliance. These goals and accompanying objectives are not intended to be mandates or standards and should not be construed or used as such.

Another consideration in the generation of goal areas and accompanying objectives was that of administrative burden (i.e., as more goals are created, more objectives are necessary, along with more evaluation questions and so on). A balance must be achieved between the number of goals necessary to define the direction of the evaluation and the amount of time and paperwork required on a total LEA basis to measure effectively the implementation of program goals.

The broad goal areas which follow represent the intent of North Carolina LEAs with regard to program quality.

SPECIAL EDUCATION PROGRAM QUALITY EVALUATION

GOAL AREAS

North Carolina local school administrative units should strive to achieve quality education for special needs learners in the three following goal areas:

1. Determining Learner Gains/Outcomes

   Students will make satisfactory progress in the specific curriculum areas in which they are enrolled and develop a positive self-image for learning and work.

2. Locating and Evaluating Learners

   Students between the ages of 5 thru 18 who may be in need of special education programming will be located and evaluated.

3. Placing Learners Appropriately

   Students will be placed in an appropriate program consistent with their assessed educational needs and with consideration for placement in the least restrictive environment.

This section presents the program objectives related to these goal areas:

PROGRAM OBJECTIVES

Goal 1: Students will make satisfactory progress in the specific curriculum areas in which they are enrolled and develop a positive self-image for learning and work.

1.1 Students successfully demonstrate competencies in appropriate curriculum areas at levels commensurate with ability and handicapping condition.

1.2 Positive work habits are developed in the course of the students' education programs.

1.3 The special education program effectively contributes to the development of student's positive attitude toward self and others.

1.4 The special education program effectively contributes to the student's desire to learn.

Goal 2: Students between the ages of 5 thru 18 who may be in need of special education programming will be located and evaluated.

2.1 The referral and screening efforts that lead to evaluation of children who may need special education are thorough and systematic.

2.2 Evaluations and re-evaluations adequately address possible needs identified in the referral.

2.3 Techniques used in conducting screening, evaluations and re-evaluations are appropriate.

2.4 Evaluation and re-evaluations provide clear, relevant educational information sufficient for determining eligibility.

2.5 The reappraisal of the effectiveness of educational programming and placement at the annual review is constructive.

Goal 3: Students will be placed in an appropriate program consistent with their assessed educational needs and with consideration for placement in the least restrictive environment.

3.1 Individualized Education Programs are comprised of elements appropriate to the assessed needs and levels of performance of learners.

3.2 The inclusion of special needs students in regular programs enhances their social development.

3.3 The inclusion of special needs students in regular programs enhances their educational development.

3.4 Parents are active participants in decision making regarding the placement and educational planning for their children.

CHAPTER IV

EVALUATION QUESTIONS AND CRITERIA

The evaluation questions listed in this chapter are derived from the goal areas and program objectives specified in Chapter III. Evaluation questions provide a link between program objectives and the instrument items to be used in collecting evaluation data. It is important that evaluation questions be as clear as possible and focus on the quality of programs rather than on compliance.

The following evaluation questions are numbered using the corresponding program objective number with an additional digit. For example, the first evaluation question to stem from program objective 1.1 is numbered 1.1.1.

EVALUATION QUESTIONS

1.1.1 Are reading competencies attained commensurate with students' abilities and handicapping conditions?

1.1.2 Are language arts competencies attained commensurate with students' abilities and handicapping conditions?

1.1.3 Are math competencies attained commensurate with students' abilities and handicapping conditions?

1.1.4 Are vocational competencies attained commensurate with students' abilities and handicapping conditions?

1.1.5 Are science competencies attained commensurate with students' abilities and handicapping conditions?

1.1.6 Are social studies competencies attained commensurate with students' abilities and handicapping conditions?

1.1.7 Are cultural arts competencies attained commensurate with students' abilities and handicapping conditions?

1.1.8 Are competencies for healthful living attained commensurate with students' abilities and handicapping conditions?
- Self-Help Skills/Life Skills
- Physical Education/Health Education

1.2.1 Does the special education contribute to the development of students' positive work habits?

1.3.1 Does the special education program contribute to the development of positive attitudes toward self?

1.3.2 Does the special education program contribute to the development of positive attitudes towards others?

1.4.1 Does the special education program contribute to students' desire to learn?

2.1.1 Do parents and professionals make responsible referrals that identify those students who should be suspected of needing special education?

2.1.2 Are children who may be in need of special education referred for individual screening as early as should be expected?

2.1.3 Are the mass screenings or sweep screenings effective in identifying those students who should receive further screening or evaluation?

2.1.4 Do the pre-referral initial conferences provide effective alternatives to special education which allow students to succeed in regular education?

2.1.5 Do the observations prior to referrals contribute to decision making in the evaluation process?

2.1.6 Do the referrals accurately reflect the needs identified by the screening data and information from the persons referring the student?

2.2.1 Do the evaluations/re-evaluations address each of the possible needs identified in the referral and/or other relevant data?

2.3.1 Do the referrals provide useful information that assists in the selection of evaluation instruments and techniques?

2.3.2 Are all needs identified in referrals addressed by evaluation techniques?

2.3.3 Do the techniques used in conducting evaluations/re-evaluations take into account such student considerations as age, disability, and native language?

2.4.1 Do the evaluations and re-evaluations provide clear, relevant education information sufficient for determining eligibility of students for special education?

2.4.2 Do the evaluations and re-evaluations provide clear, relevant information which assists in enabling the school-based committee/administrative placement committee to make placement decisions?

2.4.3 Do the evaluations and re-evaluations provide clear, relevant information which assists in enabling the school-based committee/administrative placement committee to make decisions regarding instructional services?

2.4.4 Do the evaluations and re-evaluations provide clear, relevant information which assists in enabling the school-based committee/administrative placement committee to make decisions regarding related services?

2.5.1 Do the annual reviews thoroughly examine such information as evaluation data, Individualized Education Programs, and teacher reports?

2.5.2 Do the annual reviews thoroughly examine students' continuing eligibility for special education?

2.5.3 Do the annual reviews thoroughly examine the need for changes in students' instructional services?

2.5.4 Do the annual reviews thoroughly examine the continued appropriateness of students' related services?

2.5.5 Do the annual reviews thoroughly examine the continued appropriateness of students' placements?

3.1.1 Are the Individualized Education Program statements of present level of performance derived from actual assessment data?

3.1.2 Are the Individualized Education Program annual goals and short-term objectives based on identified needs?

3.1.3 Are the evaluation criteria in Individualized Education Program objectives clear and usable?

3.1.4 Are the appropriate types of regular education provided, considering assessment data?

3.1.5 Are the appropriate types of special education provided, considering assessment data?

3.1.6 Are the appropriate types of related services provided, considering assessment data?

3.1.7 Are the appropriate types of vocational education services provided, considering assessment data?

3.1.8 Are the appropriate amounts of regular education provided, considering assessment data?

3.1.9 Are the appropriate amounts of special education provided, considering assessment data?

3.1.10 Are the appropriate amounts of related services provided, considering assessment data.

3.1.11 Are the appropriate amounts of vocational education services provided considering assessment data?

3.2.1 Do students included in regular education programs benefit socially?

3.3.1 Do students included in regular education programs benefit academically?

3.4.1 Are the communications from the school to parents conducive to building positive relationships?

3.4.2 Do the schools make sufficient personal contact with parents regarding progress of their children?

3.4.3 Are parents asked to provide information regarding the placement and educational planning for their child?

3.4.4 Is all information supplied by parents considered in decision making?

Criteria

Two views of criteria can be applied to this evaluation model. The first, and perhaps more meaningful, is found in the descriptive terms within the evaluation questions. For example, question 1.1.1 includes the phrase "commensurate with students' abilities and handicapping conditions." This defines, insofar as possible, the level of expectation the evaluator holds for the program in the area of reading.

This descriptive view of criteria should be supplemented with a numerical standard such as "percentage satisfactory." Thus, a program objective can be viewed as being satisfactorily attained for 75% of the special education students, or meeting a 75% criteria. Such numerical criteria are to some extent arbitrary. After the LEA completes its first program evaluation, it will be better able to set benchmarks for subsequent attainment. This longitudinal approach is recommended for the setting of numerical criteria.

A few words should be noted about product and process objectives. The numerical expectation for process objectives should generally be higher than for product objectives in this model. It would not be unreasonable to expect, for example, a 95% to 100% satisfactory rate regarding the thoroughness of annual reviews (Evaluation Questions 2.5.1 - 2.5.5). It might not be possible, however, to attain 100% satisfactory progress with students in reading (Evaluation Question 1.1.1); few educational programs make satisfactory progress with all students.

Over the coming years, the SEA plans to assist in the judgment of satisfactory progress through applied research. Data submitted to the SEA can be analyzed to formulate progress norms by exceptionality and program, so as to better evaluate program success in the future.

CHAPTER V

METHODS FOR COLLECTING DATA

Sources for collecting data to answer evaluation questions are as numerous and varied as there are people and records in an LEA and as creative as the evaluator conducting the project. It is tempting to seek answers in remote corners of students' records, to ask everyone in sight or to generate enough surveys to keep the evaluator tabulating returns long after they had relevance. However, it is important to keep in mind the reasonable balance discussed earlier, a balance between validity and response burden.

Each possible source of data cannot be tapped, although such an approach would yield the highest validity. It is necessary to consider each evaluation question within the framework of all the questions so as to develop an approach which is systematic and thorough, yet efficient.

This manual sets forth such a systematic, thorough approach. The data collection strategies employed will provide an evaluator who also performs other jobs with sufficient information to make useful and valid judgments about the progress of the LEA toward the attainment of program quality.

The following instruments have been developed as methods for collecting data:

A) Student Record Review
B) Parent Survey
C) Special Education Teacher Survey
D) Regular Education Teacher Survey
E) Related Services Staff Survey
F) Administrator Survey
G) Student Survey
H) Self Study: Optional Procedures to Obtain Additional Information for Selected Program Evaluation Questions.

An index of evaluation questions and the corresponding data collection strategies is presented in Figure 1.

Figure 1. Cross reference of evaluation questions and instruments.

INSTRUMENTS:

A. Student Record Review

B. Parent Survey

C. Special Education Teacher Survey

D. Regular Education Teacher Survey

E. Related Services Staff Survey

F. Administrator Survey

G. Student Survey

H. Self Study

Evaluation Questions	Instruments						
	A	B	C	D	E	F	G
1.1.1	x	x	x	x			
1.1.2	x	x	x	x			
1.1.3	x	x	x	x			
1.1.4	x	x	x	x			
1.1.5	x	x	x	x			
1.1.6	x	x	x	x			
1.1.7	x	x	x	x			
1.1.8	x	x	x	x			
1.2.1		x	x	x			x
1.3.1		x	x	x	x		x
1.3.2		x	x	x	x		x
1.4.1		x	x	x	x		x
2.1.1			x		x	x	
2.1.2		x	x		x		
2.1.3			x	x	x		
2.1.4			x	x	x		
2.1.5				x	x	x	
2.1.6	x		x		x	x	
2.2.1	x		x		x		
2.3.1	x				x		
2.3.2	x				x		
2.3.3	x		x		x		
2.4.1					x	x	
2.4.2					x	x	
2.4.3				x	x	x	
2.4.4					x	x	
2.5.1	x	x			x		
2.5.2	x	x			x		
2.5.3	x	x			x		
2.5.4	x	x			x		
2.5.5	x	x			x		
3.1.1	x		x		x		
3.1.2	x		x	x	x		
3.1.3	x		x	x	x		
3.1.4	x		x	x	x	x	
3.1.5	x		x	x	x	x	
3.1.6	x		x	x	x	x	
3.1.7	x		x	x	x	x	

Evaluation Questions	Instruments						
	A	B	C	D	E	F	G
3.1.8	x		x	x	x		
3.1.9	x		x	x	x		
3.1.10	x		x	x	x		
3.1.11	x		x	x	x		
3.2.1		x	x	x	x		x
3.3.1		x	x	x			
3.4.1	x	x				x	
3.4.2		x	x	x	x	x	
3.4.3		x		x		x	
3.4.4		x	x			x	

CHAPTER VI

SAMPLE SELECTION

Student and Parent Samples

The evaluation coordinator will find it necessary to use sampling procedures for distribution of the student and parent surveys and selection of student records for review. This section will describe a sampling procedure based upon the number of special needs students (excluding gifted and talented) in various exceptionalities, student settings and educational levels (elementary for grades K-8 and secondary for grades 9-12). Once the students have been identified, the parent sample is also completed as it consists of the parents of the student sample.

The goal of the sampling strategy is to represent the overall LEA program in the evaluation process. As such, the sampling strategy must first identify sampling categories (exceptionalities, student settings and educational levels). Following this, the approximate number of special needs students in each category must be determined and used in conjunction with the selected minimum sample size to determine the actual number of students in each category. The process is not complex and should result in a sample that reasonably represents the composition of the LEA program.

It should be noted, however, that the sample sizes suggested are minimum sizes selected to reduce the burden of the evaluation to the LEA. If random sampling techniques are employed, the minimum suggested sample size and sampling strategy will yield representative samples that take a descriptive "picture" of the LEA. Because these are minimum sample sizes, statistical tests regarding comparisons of responses across sampling categories may not be valid. With this in mind, the student/parent sampling plan can be developed for program evaluation.

Determining Survey and Record Review Sample Sizes

The sample sizes for the Student Survey, Parent Survey and the Student Record Review should be based on the number of special needs students (excluding gifted and talented) in the LEA. The first step is to select a reasonable target sample size, keeping the logistics of survey distribution and follow-up in mind. The following chart will serve as a guide for initial sample size selection for both the student and parent samples.

Total Number of Special Needs Students in the LEA	Minimum Number of Students/Parents for the Sample
Less than 100	50
100-300	60
301-500	70
501-700	80
701-900	90
901-1100	100
1101-1300	110
1301-1500	120
1501-1700	130
1701-1900	140
1901-2100	150
over 2100	175

Figure 2. Minimum student/parent sample sizes

It should be noted, again, that these sample sizes are suggested in light of the burden associated with the collection of data. By following the steps outlined below for selecting the sample, the evaluation will be conducted on a sample size justifiable on the basis of random selection within each of the sampling categories.

After selecting the initial minimum sample size, there must be consideration of how these students (parents) will be distributed across the various exceptionalities, student settings, and education levels (elementary/secondary). The example table shells presented on pages 25-28 include the possible exceptionalities and student settings for the LEA. They also include data for a hypothetical program in which the sample of learning disabled students has been selected. First, review the eight steps presented in the next section and the completed example at the bottom of each shell. Then use the blank table shells included in Appendix A to select your sample. Note that these steps are repeated at the bottom of the table shells.

Sampling Steps

1. Determine the minimum number of students to be included in the survey (see Figure 2).
2. Divide this number by the number of special needs students (excluding gifted and talented) in your LEA to obtain a sampling proportion.
3. Complete Table Shell #1 by listing the number of students in each exceptionality and student setting.
4. Multiply the number of students in each cell by the sampling proportion, round decimals over 0.5 upward and enter the resulting numbers in the Table Shell #2.
5. Using the separate exceptionality row totals in Table Shell #1, divide the number of special needs students grades K-8 (elementary) by the total number of special needs students in each respective exceptionality to obtain the proportion of elementary students in each exceptionality.

6. To compute the numbers of elementary students in the sample, multiply the numbers of elementary students in each exceptionality in Table Shell #2 by this index and enter the resulting number in Table Shell #3 in the "elementary" row for each exceptionality (remember to round decimals over 0.5 upward).
7. To compute the numbers of secondary students in the sample, subtract the cell entries in the elementary row in Table Shell #3 from the corresponding cell entries in Table Shell #2. It may be difficult to distribute numbers to some cells as the numbers in some areas can be very small. Remember these are merely approximate numbers which can be adjusted at your discretion. Note that in the example on the following pages, the regular/direct and self-contained elementary cells received one student each and the secondary cells, none.
8. Scan the cell entries to be certain to have addressed the intended exceptionalities, student settings, and educational levels. Check to see that exceptionality row totals in Table Shell #3 still agree with those in Table Shell #2.

The suggested steps in developing the student/parent sampling plan should result in a sample representative of the LEA. If some areas do not appear to be properly represented or it is desirable to delete some exceptionalities or student settings, adjustments in the sampling plan may be needed. Some LEAs may wish to increase the number of students in the sample so that comparisions at the "cell" level are possible. Reference to example Table Shell #3 for the hypothetical program will illustrate this point. Given that several cells in the sampling matrix contain only one student, it would be inadvisable to compare data at the cell level as such comparison could lead to inaccurate conclusions. It is recommended that comparisons be made using only the column and row "marginal" (subtotals) sample sizes which collapse across two of the three sampling

categories. For example, comparisons among the exceptionality areas should be made only after combining students from the student setting and educational levels.

The list of exceptionalities in the North Carolina Equal Education Opportunity Plan were used in this manual; the abbreviations are:

AU Autistic

DB Deaf-Blind

EH Behaviorally/Emotionally Handicapped

EM Educable Mentally Handicapped

HI Hearing Impaired

LD Specific Learning Disabled

MU Multihandicapped

OH Other Health Impaired

PG Pregnant

PH Physically/Orthopedically Handicapped

SI Speech-Language Impaired

SP Severely/Profoundly Mentally Handicapped

TM Trainable Mentally Handicapped

VI Visually Impaired

TABLE SHELL #1

STUDENT SETTINGS

EXCEPT.	REG. INDIR.	REG. DIRECT	RE-SOURCE	BLOCK RESOUR.	SELF CONTND.	SP.DAY SCHOOL	HOME HOSP.	TOTAL
AU								
DB								
EH								
EM								
HI								
LD	18	5	182	42	13			260
MU								
OH								
PG								
PH								
SI								
SP								
TM								
VI								
TOTAL								1000

Sampling Steps

1. Determine the minimum number of students to be included in the survey

2. Divide this number by the number of special needs students (excluding gifted and talented) in the LEA to obtain a sample proportion.

3. Complete Table Shell #1 by listing the number of students in each exceptionality setting.

Examples

1. This hypothetical district has 1000 special education (excluding gifted and talented) students, so the recommended sample size is 100.

2. 100 ÷ 1000 = 0.10 (sampling proportion)

3. The table shell contains data for the LD program area.

TABLE SHELL #2

STUDENT SETTINGS

EXCEPT.	REG. INDIR.	REG. DIRECT	RE-SOURCE	BLOCK RESOUR.	SELF CONTND.	SP.DAY SCHOOL	HOME HOSP.	TOTAL
AU								
DB								
EH								
EM								
HI								
LD	2	1	18	4	1			26
MU								
OH								
PG								
PH								
SI								
SP								
TM								
VI								
TOTAL								100

Sampling Steps

4. Multiply the number of students in each cell of Table Shell #1 by the sample proportion, round decimals over 0.5 up and enter the resulting numbers in Table Shell #2.

5. Using the separate exceptionality row totals in Table Shell #1, divide the number of special needs students grades K-8 (elementary) by the total number of special needs students in each respective exceptionality to obtain the proportion of elementary students in each exceptionality.

Examples

4. Regular Indirect: 18 x 0.10 = 1.8; round to 2.
Regular Direct: 5 x 0.10 = 0.5; round to 1.
Resource: 182 x 0.10 = 18.2; round to 18.
etc.

5. Assume that there are 156 LD elementary students. Dividing 156 by the district LD total of 260 (see Table Shell #1) (156÷260) indicates that 0.60 of the district special education students (excluding gifted and talented) are LD.

TABLE SHELL #3

FINAL SAMPLING PLAN

STUDENT SETTINGS

EXCEPT.	LEVEL	REG INDIR.	REG. DIRECT	RE-SOURCE	BLOCK RESOUR.	SELF CONTND.	SP.DAY SCHOOL	HOME HOSP.	TOTAL
AU	E								
	S								
DB	E								
	S								
EH	E								
	S								
EM	E								
	S								
HI	E								
	S								
LD	E	1	1	11	2	1			16
	S	1	0	7	2	0			10
MU	E								
	S								
OH	E								
	S								
PG	E								
	S								
PH	E								
	S								
SI	E								
	S								
SP	E								
	S								
TM	E								
	S								
VI	E								
	S								
TOTAL									100

Sampling Steps

6. To compute the numbers of elementary students in the sample, multiply the numbers of students in each exceptionality in Table Shell #2 by this index and enter the resulting number in Table Shell #3 in the "elementary" row for each exceptionality (remember to round decimals over 0.5 upward).

Examples

6. Regular Indirect: 2 x 0.60 = 1.2; round to 1.
   Regular Direct: 1 x 0.60 = 0.6; round to 1.
   Resource: 18 x 0.60 = 10.8; round to 11
   etc.

Sampling Steps	Example
7. To compute the numbers of secondary students in the sample, subtract the cell entries in the elementary row in Table Shell #3 from the corresponding cell entries in Table Shell #2. It may be difficult to distribute numbers to some cells as the numbers in some areas can be very small. Remember these are merely approximate numbers which can be adjusted. (Note that in this example, the regular/direct and self contained elementary cells received one student each and the secondary cells, none.)	7. Regular Indirect: 2 - 1 = 1 Regular Direct: 1 - 1 = 0 Resource: 18 - 11= 7 etc.

Selecting Actual Students and Parents

Now that a sampling plan has been developed to represent the LEA, the actual students to be included in the survey and folder review may be selected. The essential task now is to ensure that this selection is done on a random basis. The ideal strategy to achieve this is to give each student an identification number and consult a random table of numbers to select the actual students. If this is not feasible, consider an easier procedure: first obtain an alphabetical list of the students in a particular exceptionality area. Then divide the number desired in the sample into the total number in the exceptionality area to yield a sampling index (k). Use this index to select every (k)th student on the name list. For example, if you want a sample of 10 students from a total of 200 students, divide 10 into 200 yielding a k of 20; simply select every 20th name on the list.

After selecting the student sample, the parent sample is also completed as they are the parents of the selected students.

Selecting Regular and Special Teachers

It is suggested that approximately 50 regular and 50 special teachers be included in the survey. If there are fewer than 50 special education teachers, include all available. For either group with more than 50 teachers, a random sample can be easily obtained by dividing the number of staff by 50 to obtain the sampling index. Use an alphabetical roster to select the sample; for example, if there are 100 teachers, the sampling index is 2 (100 - 50) and every second teacher would be included. Though a further check may be done to determine that the correct proportion of elementary to secondary teachers is obtained, the above procedure should result in a close representation of the staff.

Selecting Related Services Staff and Administrators

Administer the survey to all related service staff and all building administrators.

CHAPTER VII

INSTRUMENTATION

Surveys have been developed to obtain information from individuals in various roles in the LEA. Additional data from student records and existing LEA data are also examined and all questions are addressed in more than one instrument as a validity check.

Once the respondents are selected, a systematic method for the distribution of instruments and the collection of data should be developed. Following up incomplete responses and unreturned instruments is essential.

The instruments discussed in this chapter are designed to answer the evaluation questions delineated in Chapter IV. A full set of instruments is included in Appendix B, camera-ready for printing or photocopying. These instruments are:

Student Record Review (Instrument A)

The Student Record Review process requires an in-depth review of all documents pertaining to a particular student. Because these may have been generated at different times by different individuals, they may be in several locations. Since these records contain longitudinal information, they should be an accurate appraisal of program effect. As an adjunct to survey data, the review serves to validate the results of the other instruments as well as to provide information that may not be available to individual respondents.

The review of student records requires professional judgment concerning each of the evaluation areas. A decision of quality based upon the evaluator's interpretation of information found in each file is necessary.

Individuals selected to conduct the records review must have a thorough knowledge of special education in order to identify and evaluate the necessary documentation elements. The need for these evaluators to remain objective and maintain the confidentiality of information must be stressed.

Parent Survey (Instrument B)

The Parent Survey has been designed to obtain parental views regarding their child's school program.

Parent questionnaires will most probably be distributed by mail. Enough time should be allowed for the return of information and to follow up on unreturned surveys. The inclusion of a stamped, self-addressed envelope will increase the number of respondents.

It is suggested that LEAs provide parents with a public information notice prior to the evaluation to prevent misunderstandings about the process. In addition to a general notice, some LEAs may choose to send another notice with the surveys. An example follows:

NOTICE

Every _____ years, our schools evaluate the quality of our Special Education program to improve its effectiveness. You may be asked to complete a survey to help us. Your responses will be kept confidential and used only for program evaluation purposes. Please direct questions regarding this program to: _____.

Special Education Teacher, Regular Education Teacher, Related Services Staff, and Administrator Surveys (Instruments C, D, E, and F)

In order to provide a comprehensive review of program quality, surveys have been developed for special education teachers, regular education teachers, related services staff and administrators. These instruments should be distributed by internal LEA procedures with a follow-up of all unreturned questionnaires.

It is suggested that participating personnel also receive a notice regarding the evaluation purpose. The evaluator's efforts to prevent misunderstandings will increase the validity of the responses. An example notice follows:

NOTICE

Every _____ years our schools evaluate special education programs in order to improve effectiveness.

Survey instruments will be sent to a random sample of students, staff and parents as a part of this effort. Please give careful attention to this survey.

Questions regarding the program evaluation should be directed to _____.

Student Survey (Instrument G)

The Student Survey has been developed to obtain students' views of the programs in which they participate.

Although many students will require teacher assistance in completing the questionnaire, it is important that their responses not be influenced. Students should be informed that the purpose of the survey is to assist in program (not individual student) evaluation and that all responses will be used for this purpose only.

Optional Procedures to Obtain Additional Information for Selected Program Evaluation Questions (Instrument H)

For LEAs choosing to investigate selected evaluation questions in greater detail, procedures to obtain additional information have been developed. It should be stressed that these activities are optional and employ a "self-study" approach. In certain situations, these procedures may be used as interim evaluations as well as methods to provide information that is a complement to the Program Quality Evaluation.

CHAPTER VIII

ANALYZING DATA AND REPORTING RESULTS

In this chapter some suggestions for analyzing the evaluation data are presented. To assist in displaying the data, table shells are provided.

Data Analysis

Program evaluation data gathered from the various survey instruments can be most appropriately displayed using simple descriptive statistics. In almost all cases, the calculation of frequencies and, more importantly, percentages will be sufficient. In calculating these percentages, note that they are based on individual items/statements from the respective survey forms. The rating scale on the survey forms have four categories: E - Excellent; S - Satisfactory; U - Unsatisfactory; and NA - Not Applicable. For computer purposes, satisfactory, unsatisfactory, and not applicable will be the only responses computed. The table shells described later in this chapter collapse the rating scale into two primary areas: "satisfactory or better" ("more than adequate" and "adequate" responses) and "unsatisfactory" ("less than adequate" and "not applicable" responses).

The "not applicable" response is not entered into the calculations so the number of cases used to determine the percentages may change for each statement. The evaluation coordinator may choose to keep track of a high percentage of "not applicable" responses if, in fact, the respondents should be selecting among the other responses.

It is suggested that a second person check over at least a sampling of the calculations, to ensure that computational errors have not been made. A brief tracing of the source of numbers is also worthwhile; some elementary mistakes can ruin otherwise good data.

The reporting of scores of "satisfactory or better" allows the LEA to note that some responses indicated that a higher standard had been met. It might be helpful to include information regarding the percentage of "excellent" scores for each area.

The actual calculations of the percentages can be done on a hand calculator or by a computer. If a large number of surveys is being processed and adequate facilities are available, the computer would save computation time.

Presenting Evaluation Results

The evaluation results can be best presented by displaying the percentage of "satisfactory" ratings for each survey statement. To facilitate this, separate table shells are included for displaying percentages by exceptionality, student setting and program level (elementary-secondary).

Staff surveys (instruments C, D, E, and F) are not analyzed by exceptionality because of the cross-categorical nature of many special education programs. If, however, an LEA operates categorical programs and wants to collect such data, the table shells can be expanded to accommodate additional information. No table shells are required for instrument H.

In developing the evaluation report, the evaluation coordinator is reminded that the table shells can form the basis for the report findings and recommendations. The evaluation coordinator should clearly introduce the purpose of the evaluation, outline the procedures followed, and highlight the findings in a manner appropriate to the particular audience. A suggested outline for a thorough final report appears on page 40.

Evaluation coordinators also should note that alternative reporting formats could be developed. Some writers may choose to present the results with table shells organized as follows:

1. program goal and objective
2. evaluation question number
3. comparisons of the same item across instruments

4. respondent group

5. school site

The reporting style should be selected carefully after thinking through the information needs of the intended audience and their ability to synthesize information during the presentation. Summaries highlighting the findings will be of great value since simply displaying tables of data might prove to be very confusing.

Table Shells. Appendix C contains suggested table shells appropriate for displaying the data generated in the evaluation. The completed table shells can form the basis of the evaluation report. Note that the appropriate evaluation question number is included after each item for easy reference. Caution: Readers will recall that the sampling strata included 14 exceptionalities, seven student settings and two educational levels. In a research setting, table shells would report data for all of these sampling strata. The burden associated with such precise levels of data reporting quickly becomes overwhelming. For this reason, table shells have been developed which collapse the data into categories presented in Figure 3.

LEA Total

Exceptionalities

Specific Learning Disabled (LD)

Behaviorally/Emotionally Handicapped (EH)

Educable Mentally Handicapped (EM)

Trainable Mentally Handicapped (TM)

Speech/Language Impaired (SI)

Other (Autistic, Deaf-Blind, Hearing Impaired, Multihandicapped, Other Health Impaired, Physically/Orthopedically Handicapped, Pregnant, Severely/Profoundly Mentally Handicapped, Visually Impaired)

Student Settings

Regular Indirect (REG IND)

Regular Direct (REG DIR)

Resource Room (RES RM)

Block Resource (BLK RES)

Self Contained (SC)

Special Day School (SDS)

Home/Hospital (H/H)

Education Level

Elementary, grades K-8 (ELEM)

Secondary, grades 9-12 (SEC)

Figure 3. Categories used in Table Shells.

The reduction in the burden for reporting of data has been accomplished through the collapsing of all low incidence exceptionalities into an "other" category and by not separating the two educational levels for each exceptionality and student setting. Should a significant pattern of responses emerge in the data, evaluators may choose to break out the data further for specific exceptionalities, student settings and educational levels. The evaluation process also might indicate that problems exist in a particular exceptionality area, student setting and/or educational level. If this is the case, a follow-up of the initial evaluation may be done by selecting more students to represent a particular cell in Table Shell #3, Chapter VI. The actual number to be included can be quite arbitrary, but should be based on the judged importance of the follow-up personnel available to conduct the evaluation.

Generating the Evaluation Report

Once the table shells have been completed, the evaluator is ready to develop the management plan which will include the implementation plan. In generating the management plan, be sure to keep in mind the audience to whom the report is addressed. Summaries of particular program strengths and weaknesses will be useful in transmitting the evaluation information. Chapter IX will discuss further the management plan for using the evaluation findings for program improvements.

CHAPTER IX

DEVELOPING A MANAGEMENT PLAN

The value of a Program Quality Evaluation rests in the validity and usefulness of its recommendations. This chapter will present some guidelines for generating areas of recommendation based on the information gathered during the project.

One product of program evaluation consists of the remediation of deficit areas, while a second involves the improvement of activities determined to be of primary importance. Even in LEAs where the findings are overwhelmingly positive, there probably are areas of concern where improvement would be desirable. These activities require an identification of deficiencies as well as a determination of program priorities. Since student achievement is the desired outcome of special education programming, evaluation results are most helpful when they are interpreted in relation to their impact on this goal.

In order to identify areas of program need, it becomes necessary to consider each evaluation question and the data collected to assess it. Management Plan Worksheets have been provided on pages 48-56 to organize this information. The following steps will describe this process.

1. The criteria selected for the successful attainment of each objective should be entered in the space provided in the management plan worksheet.

   Note: If a longitudinal criteria approach has been selected, enter the actual attainment levels.

2. The aggregated results for each evaluation question should be entered in the space provided on the worksheet.

3. Circle the number of the evaluation question where the criterion level has not been met.

4. For these evaluation questions (circled in step 3) examine the last two columns of the worksheet to determine the discrepancies between desired and attained levels.

5. Rank order the areas of greatest discrepancy in the LEA.

The determination of priorities, however, must also include an analysis of subjective concerns. Discussion among administrators, teachers, parents, and related services personnel is suggested to isolate areas of concern specific to each LEA. The areas selected for attention will not always be those with the greatest discrepancy between desired and attained levels.

At this point, the development of a Management Plan to implement program improvement activities is suggested. A format to organize such a plan is provided on page 40.

MANAGEMENT PLAN FORMAT

The Management Plan that is to be submitted is to be made up of six major components. A breakdown of these components follows:

1. Cover Sheet (MP-1) - The cover sheet lists the name of the school system, the names of the people involved, and the date that the Management Plan is being submitted.

2. Introductory Information (MP-2) - This page includes information on the purpose of PQE, an overview of procedures, and the purpose of the Management Plan. To standardize information, we have written this page for you.

3. Implementation Plan (MP-3) - This page includes the goals and objectives and other information that will result from the information gathered through the record review and survey process.

4. Evaluation Procedures (MP-4, MP-4a, and MP-4b) - This section will include a summary of procedures to be followed in conducting PQE. If there is not sufficient space on the forms, please continue the narrative on a separate sheet. Table A should show the final sample plan that was developed by your school system and this should be shown in Table I. Table II should show the percentage of return for each of the surveys sent out.

5. Summary of Findings (MP-5) - This will include both narrative and statistical information. The narrative should highlight the significant findings for the record reviews and each of the survey instruments. Please note that you will definitely need to put this information on a separate sheet as there is not sufficient space on the MP-5 form for all of the relevant information to be listed.

   This section should also include a statistical summary by instrument. Copies of each of the instruments are included with this packet.

   This section should also include a summary by goal areas using the Management Plan Worksheets that are on pages 48-56.

6. Appendix - The Appendix should include three items: A) goals, objectives, and evaluation questions which can be pulled from pages 12-15; B) timetable of activities completed; and C) a list of members of the local PQE Advisory Committee.

DIVISION FOR EXCEPTIONAL CHILDREN

PROGRAM QUALITY EVALUATION

MANAGEMENT PLAN

Local Education Agency
Submitting Plan _____

Superintendent _____

Exceptional Children
Program Administrator _____

Program Quality Evaluation
Evaluation Coordinator _____

Date Submitted _____

MP-1
DEC 11

INTRODUCTORY INFORMATION

Purpose of Program Quality Evaluation

The Special Education Program Quality Evaluation model was developed to complement the compliance monitoring procedures already in use in local education agencies in North Carolina. By using a goal-based approach, the Program Quality Evaluation (PQE) model measures the quality of the local special education program. The level of quality is determined by measuring student progress toward the following three special education goals.

1. Determining Learner Gains/Outcomes - Students will make satisfactory progress in the specific curriculum areas in which they are enrolled and will develop a positive self-image for learning and working.

2. Locating and Evaluating Learners - Students between the ages of five through 18 who may be in need of special education programming will be located and evaluated.

3. Placing Learners Appropriately - Students will be placed in an appropriate program consistent with their assessed educational needs and with consideration for placement in the least restrictive environment.

Overview of Program Quality Evaluation Procedures

The Program Quality Evaluation process utilizes two major activities for generating data for development of the management plan. These activities are the following:

a) student record reviews, and

b) survey forms.

A random sample of exceptional student records is selected for review by various LEA personnel, such as principals, school psychologists, special education teachers, and central office staff. Thirty evaluation areas are used to rate the quality of student record information.

Survey forms that contain questions about the quality of student programming and instruction are distributed to the following groups: parents, special education teachers, regular education teachers, related services staff, administrators, and exceptional students.

Purpose of the Management Plan

The data obtained from the student record reviews and the various survey forms are analyzed. Discrepancies between these results and the criterion level established by the LEA determine the areas for remediation and staff development activities. These activities form the basis for the implementation of the management plan. The entire management plan consists of the following sections: cover sheet, introductory information, implementation plan, evaluation procedures, summary of findings, and appendix.

IMPLEMENTATION PLAN

Goal: _____

_____

Program Objective	Area(s) Needing Improvement	Action to be Taken	Timelines	Person(s) Responsible	Budget and Facility Needs

Target Criterion Level(s) for Next Program Evaluation: _____

_____

_____

EVALUATION PROCEDURES

Summary of Procedures Followed in Conducting Program Quality Evaluation (Narrative)

Final Sampling Plan (Table I)

List of Instruments and Rate of Return (Table II)

TABLE I

FINAL SAMPLING PLAN

Student Settings

EXCEPT.	LEVEL	REG. INDIR.	REG. DIRECT	RE-SOURCE	BLOCK RESOUR.	SELF-CONTND.	SP.DAY SCHOOL	HOME HOSP.	TOTAL
AU	E								
	S								
DB	E								
	S								
EH	E								
	S								
EM	E								
	S								
HI	E								
	S								
LD	E								
	S								
MU	E								
	S								
OH	E								
	S								
PG	E								
	S								
PH	E								
	S								
SI	E								
	S								
SP	E								
	S								
TM	E								
	S								
VI	E								
	S								
TOTAL									

MP-4a
DEC 11/

Table II

LIST OF INSTRUMENTS AND RATE OF RETURN

Instrument	Rate of Return
Parent Survey	_____%
Special Education Teacher Survey	_____%
Regular Education Teacher Survey	_____%
Related Services Staff Survey	_____%
Administrator Survey	_____%
Student Survey	_____%

SUMMARY OF FINDINGS

Summary of Findings by Instrument

Student Record Review

Parent Survey

Special Education Teacher Survey

Regular Education Teacher Survey

Related Services Staff Survey

Administrator Survey

Student Survey

Statistical Summary by Instrument

Instrument A: Student Record Review

Instrument B: Parent Survey

Instrument C: Special Education Teacher Survey

Instrument D: Regular Education Teacher

Instrument E: Related Services Staff Survey

Instrument F: Administrator Survey

Instrument G: Student Survey

Management Plan Worksheets

MANAGEMENT PLAN WORKSHEET

Goal 1: Students will make satisfactory progress in the specific curriculum areas in which they are enrolled and develop a positive self-image for learning and work.

1.1 Students successfully demonstrate competencies in appropriate curriculum areas at levels commensurate with ability and handicapping condition.

1.1.1 Are reading competencies attained commensurate with students' abilities and handicapping conditions?

Evaluation Question	Inst/ Item	Critn Level	Evaluation Results
1.1.1	A22 B1 C1 D1		

1.1.2 Are language arts competencies attained commensurate with students' abilities and handicapping conditions?

1.1.2	A23 B2 C2 D2		

1.1.3 Are math competencies attained commensurate with students' abilities and handicapping conditions?

1.1.3	A24 B3 C3 D3		

1.1.4 Are vocational competencies attained commensurate with students' abilities and handicapping conditions?

1.1.4	A28 B8 C7 D7		

1.1.5 Are science competencies attained commensurate with student's abilities and handicapping conditions?

1.1.5	A25 B4 C4 D4		

1.1.6 Are social studies competencies attained commensurate with students' abilities and handicapping conditions?

1.1.6	A26 B5 C5 D5		

1.1.7 Are cultural arts competencies attained commensurate with students' abilities and handicapping conditions?

1.1.7	A27 B6 C6 D6		

1.1.8 Are competencies for healthful living attained commensurate with students' abilities and handicapping conditions?
- . Self-Help Skills/Life Skills
- . Physical Education/Health Education

1.1.8	A29 A30 B7 C8 C9 D8 D9		

1.2 Positive work habits are developed in the course of the students' education programs.

1.2.1 Does the special education program contribute to the development of students' positive work habits?

1.2.1	B9 C10 D10 G4 G7		

1.3 The special education program effectively contributes to the development of students' positive attitude toward self and others.

1.3.1 Does the special education program contribute to the development of positive attitudes toward self?

1.3.1	B10 C11 D11 E1 G2 G5		

1.3.2 Does the special education program contribute to the development of positive attitudes towards others?

1.3.2	B11 C12 D12 E2 G3 G8		

1.4 The special education program effectively contributes to the students' desire to learn.

1.4.1 Does the special education program contribute to students' desire to learn?

1.4.1	B12 C13 D13 E3 G6 G9		

Goal 2: Students between the ages of 5 through 18 who may be in need of special education programming will be located and evaluated.

2.1 The referral and screening efforts that lead to evaluation of children who may need special education are thorough and systematic.

2.1.1 Do parents and professionals make responsible referrals that identify those students who should be suspected of needing special education?

2.1.1	C16 E5 F1		

2.1.2 Are children who may be in need of special education referred for individual screening as early as should be expected?

2.1.2	B13 C17 E6		

2.1.3 Are the mass screenings or sweep screenings effective in identifying those students who should receive further screening or evaluation?

2.1.3	C18 D16 E7		

2.1.4 Do the pre-referral initial conferences provide effective alternatives to special education which allow students to succeed in regular education?

2.1.4	C19 D17 E8		

2.1.5 Do the observations prior to referrals contribute to decision making in the evaluation process?

2.1.5	D18 E9 F2		

2.1.6 Do the referrals accurately reflect the needs identified by the screening data and information from persons referring the student?

2.1.6	A1 C20 E10 F3		

2.2 Evaluations and re-evaluations adequately address possible needs identified in the referral.

2.2.1 Do the evaluations/re-evaluations address each of the possible needs identified in the referral and/or other relevant data?

2.2.1	A2 C21 E11		

2.3 Techniques used in conducting screening, evaluations and re-evaluations are appropriate.

2.3.1 Do the referrals provide useful information that assists in the selection of evaluation instruments and techniques?

2.3.1	A3 E12		

2.3.2 Are all needs identified in referrals addressed by evaluation techniques?

2.3.2	A2 E13		

2.3.3 Do the techniques used in conducting evaluations/re-evaluations take into account such student considerations as age, disability and native language?

2.3.3	A4 C22 E14		

2.4 Evaluations and re-evaluations provide clear, relevant educational information sufficient for determining eligibility.

2.4.1 Do the evaluations and re-evaluations provide clear, relevant education information sufficient for determining eligibility of students for special education?

2.4.1	E15 F4		

2.4.2 Do the evaluations and re-evaluations provide clear, relevant information which assists in enabling the school-based committee/administrative placement committee to make placement decisions?

2.4.2	E16 F5		

2.4.3 Do the evaluations and re-evaluations provide clear, relevant information which assists in enabling the school-based committee/administrative placement committee to make decisions regarding necessary instructional services?

2.4.3	D19 E17 F6		

2.4.4 Do the evaluations and re-evaluations provide clear, relevant information which assists in enabling the school-based committee/administrative placement committee to make decisions regarding related services?

2.4.4	E18 F7		

2.5 The reappraisal of the effectiveness of educational programming and placement at the annual review is constructive.

2.5.1 Do the annual reviews thoroughly examine such information as evaluation data, Individualized Education Programs, and teacher reports?

2.5.1	A5 B14 E19		

2.5.2 Do the annual reviews thoroughly examine students' continuing eligibility for special education?

2.5.2	A6 B15 E20		

2.5.3 Do the annual reviews thoroughly examine the need for changes in students' instructional services?

2.5.3	A7 B16 E21		

2.5.4 Do the annual reviews thoroughly examine the continued appropriateness of students' related services?

2.5.4	A8 B17 E22		

2.5.5 Do the annual reviews thoroughly examine the continued appropriateness of students' placements?

2.5.5	A9 B18 E23		

Goal 3: Students will be placed in an appropriate program consistent with their assessed educational needs and with consideration for placement in the least restrictive environment.

3.1 Individualized Education Programs are comprised of elements appropriate to the assessed needs and levels of performance of learners.

3.1.1 Are the Individualized Education Program statements of present level of performance derived from actual assessment data?

3.1.1	A10 C23 E24		

3.1.2 Are the Individualized Education Program annual goals and short-term objectives based on identified needs?

3.1.2	A11 C24 D20 E25		

3.1.3 Are the evaluation criteria in Individualized Education Program objectives clear and usable?

3.1.3	A12 C25 D21 E26		

3.1.4 Are the appropriate types of regular education provided, considering assessment data?

3.1.4	A13 C26 D22 E27 F8		

3.1.5 Are the appropriate types of special education provided, considering assessment data?

3.1.5	A14 C27 D23 E28 F9		

3.1.6 Are the appropriate types of related services provided, considering assessment data?

3.1.6	A15 C28 D24 E29 F10		

3.1.7 Are the appropriate types of vocational education services provided, considering assessment data?

3.1.7	A16 C29 D25 E30 F11		

3.1.8 Are the appropriate amounts of regular education provided, considering assessment data?

3.1.8	A17 C30 D26 E31		

3.1.9 Are the appropriate amounts of special education provided, considering assessment data?

3.1.9	A18 C31 D27 E32		

3.1.10 Are the appropriate amounts of related services provided, considering assessment data?

3.1.10	A19 C32 D28 E33		

3.1.11 Are the appropriate amounts of vocational education services provided considering assessment data?

3.1.11	A20 C33 D29 E34		

3.2 The inclusion of special needs students in regular programs <u>enhances</u> their social development.

3.2.1 Do students included in regular education programs benefit socially?

3.2.1	B19 C14 D14 E4 G1 G10		

3.3 The inclusion of special needs students in regular programs <u>enhances</u> their educational development.

3.3.1 Do students included in regular education programs benefit academically?

3.3.1	B20 C15 D15		

3.4 Parents are <u>active</u> participants in decision making regarding the placement and educational planning for their children.

3.4.1 Are the communications from the school to the parents conducive to building positive relationships?

3.4.1	A21 B21 F12		

3.4.2 Do the schools make sufficient personal contact with parents regarding progress of their children?

3.4.2	B22 C34 D30 E35 F13		

3.4.3 Are parents asked to provide information regarding the placement and educational planning for their child?

3.4.3	B23 D31 F14		

3.4.4 Is all information supplied by parents considered in decision making?

3.4.4	B24 C35 F15		

APPENDIX A

SAMPLING PLAN TABLE SHELLS

TABLE SHELL #1

STUDENT SETTINGS

EXCEPT.	REG. INDIR.	REG. DIRECT	RE-SOURCE	BLOCK RESOUR.	SELF CONTND.	SP.DAY SCHOOL	HOME HOSP.	TOTAL
AU								
DB								
EH								
EM								
HI								
LD								
MU								
OH								
PG								
PH								
SI								
SP								
TM								
VI								
TOTAL								

TABLE SHELL #2

STUDENT SETTINGS

EXCEPT.	REG. INDIR.	REG. DIRECT	RE-SOURCE	BLOCK RESOUR.	SELF CONTND.	SP.DAY SCHOOL	HOME HOSP.	TOTAL
AU								
DB								
EH								
EM								
HI								
LD								
MU								
OH								
PG								
PH								
SI								
SP								
TM								
VI								
TOTAL								

TABLE SHELL #3

FINAL SAMPLING PLAN

STUDENT SETTINGS

EXCEPT.	LEVEL	REG. INDIR.	REG. DIRECT	RE-SOURCE	BLOCK RESOUR.	SELF CONTND.	SP.DAY SCHOOL	HOME HOSP.	TOTAL
AU	E								
	S								
DB	E								
	S								
EH	E								
	S								
EM	E								
	S								
HI	E								
	S								
LD	E								
	S								
MU	E								
	S								
OH	E								
	S								
PG	E								
	S								
PH	E								
	S								
SI	E								
	S								
SP	E								
	S								
TM	E								
	S								
VI	E								
	S								
TOTAL									

APPENDIX B

INSTRUMENTATION

A. Student Record Review

B. Parent Survey

C. Special Education Teacher Survey

D. Regular Education Teacher Survey

E. Related Services Staff Survey

F. Administrator Survey

G. Student Survey

H. Optional Self Study

INSTRUMENT A

STUDENT RECORD REVIEW

Instructions to the Records Reviewer

Once student records have been selected for review, it is important to remember that all information may not be contained in each record but may exist in other files. Omit questions which require unavailable data, if it is not possible to locate pertinent information.

If an original student referral is more than five years old, all questions which require an analysis of the referral should be omitted. This is done because of changes in student need, program design and/or legislative mandate which may have occurred.

Review each record and locate the following information source documents:

1. Referral Form - The most recent referral for special education services.
2. Screening Results - The results or report of any individual and/or sweep screening.
3. SBC Report - The report or minutes that have resulted from the most recent school-based committee meeting.
4. Evaluation Report - The results of the most recent battery of student assessments.
5. Re-evaluation Report - The results of the most recent battery of student re-assessments.
6. APC Report - The report or minutes that have resulted from the most recent administrative placement committee meeting.
7. I.E.P. - The Individualized Education Program currently in effect.
8. Teachers'/Related Services Reports - Any reports or written statements relating to student strengths, weaknesses and/or progress (include informal assessments) by regular or special education teachers or by related service personnel.
9. Annual Review - The minutes or report from the most recent annual review.
10. Report Cards/School Transcripts - Formal reports of a student's school performance.

11. Parent Contacts - Records of school-initiated parental contact, including phone calls, copies of letters, etc.

12. Standardized Test Results - Standardized test results for the last three years in the following academic areas: reading, language, mathematics, vocational areas, science, social studies, cultural arts and healthful living.

13. Competency Test Results - The results of competency testing in reading and mathematics.

Instrument A

STUDENT RECORD REVIEW

Reviewer's Initials:_____ Date:_____

Using the information that you have identified from individual student records, score each of the evaluation areas by rating the extent to which the evidence supports each statement:

*RATING SCALE - (Circle the Appropriate Rating)
E: Excellent
S: Satisfactory
U: Unsatisfactory
NA: Not Applicable

Student's Name:_____

Exceptionality:_____

Grade: (check one)
Elementary (K-8) _____
Secondary (9-12) _____

Present Placement:_____

Evaluation: (check one)
Initial _____
Re-evaluation _____

Native Language:_____

Evaluation Area	Directions	*Ratings			
A1. The referral accurately reflects the needs identified by the screening data and information from the persons referring the students.(2.1.6)	A1. Examine the needs listed in screening results and SBC report. Compare to those listed in referral form. Rate the comparison.	E	S	U	NA
A2. The evaluation/re-evaluation addresses the needs identified in the referral and/or other relevant data. (2.2.1) (2.3.2)	A2. Examine the needs listed in referral form. Compare these to the listing of needs in evaluation report, teacher report, annual review, and IEP statement of need.	E	S	U	NA
A3. The referral provides useful information that assists in the selection of evaluation instruments and techniques. (2.3.1)	A3. Compare information gathered in referral form and evaluation report to determine if referral information is used in the planning of evaluation.	E	S	U	NA
A4. The techniques used in conducting evaluation/re-evaluation take into account such student considerations as age, disability, and native language. (2.3.3)	A4. Examine the information collected in evaluation/re-evaluation report. Compare this to descriptive data recorded in the box at the top of this instrument.	E	S	U	NA

Evaluation Area	Directions	*Rating			
A5. There is concrete evidence that the annual review has thoroughly examined such information as evaluation data, the Individualized Education Program and other relevant data to determine the appropriateness of continued placement and/or related services.(2.5.1)	A5. Examine the reports of annual reviews. Determine how thoroughly the information in evaluation and re-evaluation reports, APC report, teacher report, and the IEP was examined in the annual review.	E	S	U	NA
A6. There is concrete evidence that the annual review has thoroughly examined the students' continuing eligibility for special education. (2.5.2)	A6. Examine the report of annual review.	E	S	U	NA
A7. There is concrete evidence that the annual review has thoroughly examined the need for changes in students' instructional services. (2.5.3)	A7. Examine the report of annual reviews.	E	S	U	NA
A8. There is concrete evidence that the annual review has thoroughly examined the need for changes in students' related services. (2.5.4)	A8. Examine the report of annual reviews.	E	S	U	NA
A9. There is concrete evidence that the annual review has thoroughly examined the continued appropriateness of student placement. (2.5.5)	A9. Examine the report of annual reviews.	E	S	U	NA
A10. The Individualized Education Program statements of present level of performance are derived from actual formal and informal assessment data. (3.1.1)	A10. Examine the IEP - present levels of performance. Compare to teachers reports and standardized test results. (If test results are insufficient, refer to screening results, SBC, evaluation and re-evaluation reports.)	E	S	U	NA
A11. The Individualized Education Program goals and short-term objectives are based on identified needs. (3.1.2)	A11. Examine the IEP goals and objectives. Compare them to SBC report, referral form, evaluation and re-evaluation reports (if appropriate), APC report, and teacher reports.	E	S	U	NA

Evaluation Area	Directions	*Ratings			
A12. Evaluation criteria in Individualized Education Programs are clear and usable. (3.1.3)	A12. Examine the IEP - objectives.	E	S	U	NA
A13. The appropriate types of regular education are provided, considering assessment data. (3.1.4)	A13. Examine the IEP - regular education placement. Compare to standardized test data.	E	S	U	NA
A14. The appropriate types of special education are provided, considering assessment data. (3.1.5)	A14. Examine the IEP - special education placement. Compare to standardized test data.	E	S	U	NA
A15. The appropriate types of related services are provided, considering assessment data. (3.1.6)	A15. Examine the IEP - related services. Compare to standardized test data.	E	S	U	NA
A16. The appropriate types of vocational education services are provided, considering assessment data. (3.1.7)	A16. Examine the IEP - vocational services. Compare to standardized test data.	E	S	U	NA
A17. The appropriate amounts of regular education are provided, considering assessment data. (3.1.8)	A17. Examine the IEP - regular education placement. Compare to standardized test data.	E	S	U	NA
A18. The appropriate amounts of special education are provided, considering assessment data. (3.1.9)	A18. Examine the IEP - special education placement. Compare to standardized test data.	E	S	U	NA
A19. The appropriate amounts of related services are provided, considering assessment data. (3.1.10)	A19. Examine the IEP - related services. Compare to standardized test data.	E	S	U	NA
A20. The appropriate amounts of vocational education services are provided, considering assessment data. (3.1.11)	A20. Examine the IEP - vocational services. Compare to standardized test data.	E	S	U	NA
A21. The documented evidence from the school to parents indicates that the contact is conducive to building positive relationships. (3.4.1)	A21. Review evidence of parent contact such as notes, phone calls, conferences, etc.	E	S	U	NA

Considering your knowledge of the total profile of this student having completed items A1-A21 above and having reviewed the results of assessment data, rate the following areas:

Evaluation Area	*Ratings			
A22. Reading competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.1)	E	S	U	NA
A23. Language arts competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.2)	E	S	U	NA
A24. Math competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.3)	E	S	U	NA
A25. Science competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.5)	E	S	U	NA
A26. Social studies competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.6)	E	S	U	NA
A27. Competencies in the cultural arts are attained commensurate with students' abilities and handicapping conditions. (1.1.7)	E	S	U	NA
A28. Vocational Education competencies are attained commensurate with students' abilities and handicapping conditions.(1.1.4)	E	S	U	NA
A29. Competencies in self-help/life skills are attained commensurate with students' abilities and handicapping conditions. (1.1.8)	E	S	U	NA
A30. Competencies in physical education/ health education are attained commensurate with students' abilities and handicapping conditions. (1.1.8)	E	S	U	NA

Instrument B

Parent Survey

Instructions to Parents: We would like to know how you feel about your child's special education program. Your answers will help us make sure _____ is getting a good total school program.*

Please put an 'X' in the space to the right of each statement that tells how you feel about your child's special education program. It is important that you respond to each statement.

Your answers will be used only for program evaluation purposes. Return the completed survey in the enclosed envelope to _____ by _____. Thank you for your assistance.

	E	S	U	NA
*Example: The special education program is effective in developing my child's skills in language arts (writing, reading, grammar, spelling, punctuation).	___	___	___	___

Instructions to Evaluation Coordinator: Select the parents of students receiving special education services using random sampling procedures. Code the student's name on upper right corner of next page. Please follow through to ensure that parents return fully completed forms.

B. Parent Survey

The special education program is effective in developing my child's skills in the following areas:	Excellent	Satisfactory	Unsatisfactory	Not Applicable
1. Reading (1.1.1)	____	____	____	____
2. Language Arts (1.1.2)	____	____	____	____
3. Math (1.1.3)	____	____	____	____
4. Science (1.1.5)	____	____	____	____
5. Social Studies (1.1.6)	____	____	____	____
6. Cultural Arts (1.1.7)	____	____	____	____
7. Healthful Living (e.g., physical education, health education, life skills and self-help skills) (1.1.8)	____	____	____	____
8. Vocational Education (1.1.4)	____	____	____	____
9. The special education program helps my child develop good work habits. (1.2.1)	____	____	____	____
10. The special education program helps my child feel good about himself/herself. (1.3.1)	____	____	____	____
11. The special education program helps my child feel good about other people. (1.3.2)	____	____	____	____
12. The special education program encourages my child to want to learn. (1.4.1)	____	____	____	____
13. My child was referred and tested as soon as a problem was suspected. (2.1.2)	____	____	____	____
14. The yearly Individualized Education Program and annual review meetings consider information such as test information, the Individualized Education Program and teacher reports. (2.5.1)	____	____	____	____
15. The yearly Individualized Education Program meeting considers whether or not my child should continue in special education. (2.5.2)	____	____	____	____
16. The yearly Individualized Education Program meetings consider the need for changes in my child's classroom instruction. (2.5.3)	____	____	____	____

	Excellent	Satisfactory	Unsatisfactory	Not Applicable
17. The yearly Individualized Education Program meetings consider the need for changes in my child's related services (e.g., speech therapy, counseling, physical therapy). (2.5.4)	____	____	____	____
18. The yearly Individualized Education Program meetings consider whether my child is getting the right special help. (2.5.5)	____	____	____	____
19. The regular school programs help my child in the way he/she behaves and gets along with others. (3.2.1)	____	____	____	____
20. The regular school programs help my child's school work. (3.3.1)	____	____	____	____
21. The conferences, phone calls and letters from the school help the school and me work together. (3.4.1)	____	____	____	____
22. The school keeps me informed about my child's progress. (3.4.2)	____	____	____	____
23. The school asks me for information about planning my child's school program. (3.4.3)	____	____	____	____
24. The school uses the information that I give them to plan my child's program. (3.4.4)	____	____	____	____

Instrument C

Special Education Teacher Survey

Date _____

Instructions to Teachers: The statements in this survey reflect various aspects of the school program received by special needs students. Please assist in the overall program evaluation by placing an "X" in the appropriate space to indicate the extent that each statement describes your school program for special needs students. Do not include gifted and talented students. Your responses will be used only for program evaluation purposes. Return the completed form to _____ by _____. Thank you for your assistance.

Teacher's Name _____

Level Taught: (check one)

Elementary (Grades K-8)	____
Secondary (Grades 9-12)	____

Student Settings: (check one)

Regular Indirect	____
Regular Direct	____
Resource Room	____
Self Contained	____
Special Day School	____
Home/Hospital	____

Instructions to Evaluation Coordinator: Please distribute this program evaluation survey to special education teachers (do not include teachers of academically gifted) randomly selected to represent your LEA. Follow through to ensure that all selected teachers respond to all of the survey questions.

C. SPECIAL EDUCATION TEACHER SURVEY

		Excellent	Satisfactory	Unsatisfactory	Not Applicable
C1.	Reading competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.1)	____	____	____	____
C2.	Language arts competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.2)	____	____	____	____
C3.	Math competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.3)	____	____	____	____
C4.	Science competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.5)	____	____	____	____
C5.	Social studies competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.6)	____	____	____	____
C6.	Cultural arts competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.7)	____	____	____	____
C7.	Vocational education competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.4)	____	____	____	____
C8.	Self-help skills/life skills competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.8)	____	____	____	____
C9.	Physical education/health education competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.8)	____	____	____	____
C10.	The special education program contributes to the development of students' positive work habits. (1.2.1)	____	____	____	____
C11.	The special education program contributes to the development of positive attitudes towards self. (1.3.1)	____	____	____	____

		Excellent	Satisfactory	Unsatisfactory	Not Applicable
C12.	The special education program contributes to the development of positive attitudes towards others. (1.3.2)	____	____	____	____
C13.	The special education program contributes to students' desire to learn. (1.4.1)	____	____	____	____
C14.	Students who are included in regular education benefit socially. (3.2.1)	____	____	____	____
C15.	Students who are included in regular education programs benefit academically. (3.3.1)	____	____	____	____
C16.	Parents and professionals make responsible referrals for those students who are suspected of needing special education. (2.1.1)	____	____	____	____
C17.	Children who may be in need of special education are referred for individual screening as early as should be expected. (2.1.2)	____	____	____	____
C18.	The mass screenings or sweep screenings are effective in identifying those students who should receive further screening or evaluation. (2.1.3)	____	____	____	____
C19.	The pre-referral initial conferences provide effective alternatives to special education which allow students to succeed in regular education. (2.1.4)	____	____	____	____
C20.	The referrals accurately reflect the needs identified by the screening data and information from the persons referring the student. (2.1.6)	____	____	____	____
C21.	The evaluation/re-evaluation addresses the needs identified in the referral and/or other relevant data. (2.2.1)	____	____	____	____
C22.	The techniques used in conducting evaluation/re-evaluation take into account such student considerations as age, disability, and native language. (2.3.3)	____	____	____	____
C23.	The Individualized Education Program statements of present level of performance are derived from actual formal and informal assessment data.(3.1.1)	____	____	____	____

		Excellent	Satisfactory	Unsatisfactory	Not Applicable
C24.	The Individualized Education Program annual goals and short-term objectives are based on identified needs. (3.1.2)	____	____	____	____
C25.	The evaluation criteria in the Individualized Education Program objectives are clear and usable. (3.1.3)	____	____	____	____
C26.	The appropriate types of regular education classes are provided, considering assessment data. (3.1.4)	____	____	____	____
C27.	The appropriate types of special education (e.g. classes for learning disabled, mentally handicapped) are provided, considering assessment data. (3.1.5)	____	____	____	____
C28.	The appropriate types of related services are provided, considering assessment data. (3.1.6)	____	____	____	____
C29.	The appropriate types of vocational education are provided, considering assessment data. (3.1.7)	____	____	____	____
C30.	The appropriate amounts of regular education are provided, considering assessment data.(3.1.8)	____	____	____	____
C31.	The appropriate amounts of special education are provided, considering assessment data. (3.1.9)	____	____	____	____
C32.	The appropriate amounts of related services are provided, considering assessment data. (3.1.10)	____	____	____	____
C33.	The appropriate amounts of vocational education services are provided, considering assessment data. (3.1.11)	____	____	____	____
C34.	The school has sufficient personal contact with parents regarding progress of their children. (3.4.2)	____	____	____	____
C35.	Information supplied by parents is used in decision making. (3.4.4)	____	____	____	____

Instrument D

Regular Teacher Survey

Date _____

Instructions to Teachers: The statements in this survey reflect various aspects of the school program received by special needs students. Please assist in the overall program evaluation by placing an "X" in the appropriate space to indicate the extent that each statement describes the total school program for special needs students. Do not include gifted and talented students. Your responses will be used only for program evaluation purposes. Return the completed form to _____ by _____.

Thank you for your assistance.

Teacher's Name _____

Grade Level Taught: (check one) Elementary (Grades K-8) _____

Secondary (Grades 9-12) _____

Subject Area Taught: _____

Instructions to Evaluation Coordinator: Please distribute this program evaluation survey to teachers randomly selected to represent your LEA. This random selection should include vocational education teachers. Follow through to ensure that all selected teachers respond to all of the survey questions.

D. Regular Education Teacher Survey

	Excellent	Satisfactory	Unsatisfactory	Not Applicable
D1. Reading competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.1)	____	____	____	____
D2. Language arts competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.2)	____	____	____	____
D3. Math competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.3)	____	____	____	____
D4. Science competencies are attained commensurate with students' abilities and handicapping conditions.(1.1.5)	____	____	____	____
D5. Social studies competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.6)	____	____	____	____
D6. Cultural arts competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.7)	____	____	____	____
D7. Vocational education competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.4)	____	____	____	____
D8. Self-help skills/life skills competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.8)	____	____	____	____
D9. Physical education/health education competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.8)	____	____	____	____
D10. The special education program contributes to the development of students' positive work habits. (1.2.1)	____	____	____	____
D11. The special education program contributes to the development of positive attitudes towards self. (1.3.1)	____	____	____	____
D12. The special education program contributes to the development of positive attitudes towards others. (1.3.2)	____	____	____	____

	Excellent	Satisfactory	Unsatisfactory	Not Applicable
D13. The special education program contributes to students' desire to learn. (1.4.1)	____	____	____	____
D14. Students who are included in regular education programs benefit socially. (3.2.1)	____	____	____	____
D15. Students who are included in regular education programs benefit academically. (3.3.1)	____	____	____	____
D16. The mass screenings or sweep screenings are effective in identifying those students who should receive further screening or evaluation. (2.1.3)	____	____	____	____
D17. Pre-referral conferences provide effective alternatives to special education which allow students to succeed in regular education. (2.1.4)	____	____	____	____
D18. Observations prior to referrals contribute to decision making in the evaluation process. (2.1.5)	____	____	____	____
D19. The evaluations and re-evaluations provi clear, relevant information which assist in enabling the school-based committee/ administrative placement committee to make decisions regarding instructional services. (2.4.3)	____	____	____	____
D20. The Individualized Education Program annual goals and short-term objectives are based on identified needs. (3.1.2)	____	____	____	____
D21. The evaluation criteria in Individualized Education Program objectives are clear and usable. (3.1.3)	____	____	____	____
D22. The appropriate types of regular education classes are provided, considering assessment data. (3.1.4)	____	____	____	____
D23. The appropriate types of special education (e.g., classes for learning disabled, mentally handicapped) are provided, considering assessment data. (3.1.5)	____	____	____	____
D24. The appropriate types of related services (e.g., speech therapy, counseling, physical therapy) are provided, considering assessment data. (3.1.6)	____	____	____	____

	Excellent	Satisfactory	Unsatisfactory	Not Applicable
D25. The appropriate types of vocational education services are provided, considering assessment data. (3.1.7)	____	____	____	____
D26. The appropriate amounts of regular education are provided, considering assessment data. (3.1.8)	____	____	____	____
D27. The appropriate amounts of special education are provided, considering assessment data. (3.1.9)	____	____	____	____
D28. The appropriate amounts of related services are provided, considering assessment data. (3.1.10)	____	____	____	____
D29. The appropriate amounts of vocational education services are provided, considering assessment data. (3.1.11)	____	____	____	____
D30. The schools make sufficient personal contact with parents regarding progress of their children. (3.4.2)	____	____	____	____
D31. Parents are asked to provide information regarding the placement and educational planning for their child. (3.4.3)	____	____	____	____

Instrument E

Related Services Staff Survey

Date _____

Instructions to Related Services Staff: Related services staff shall include psychologists, physical therapists, occupational therapists, audiologists, social workers, nurses, speech therapists, guidance counselors, and adaptive physical education specialists. The related services staff members to participate in this survey are determined by the LEA. Persons under contract may be considered. The statements in this survey reflect various aspects of the school program received by special needs students. Please assist in the overall program evaluation by placing an "X" in the appropriate space to indicate the extent that each statement describes the school program for special needs students. Do not include gifted and talented students. Your responses will be used only for program evaluation purposes. Return the completed form to _____ by _____.

Thank you for your assistance.

Name _____

Position _____

Grade Level: (check one) Elementary (grades K-8) _____

Secondary (grades 9-12) _____

Instructions to Evaluation Coordinator: Please distribute this program evaluation survey to staff randomly selected to represent your LEA. Follow through to ensure that all staff respond to all of the survey questions.

E. Related Services Staff Survey

		Excellent	Satisfactory	Unsatisfactory	Not Applicable
E1.	The special education program contributes to the development of positive attitudes towards self. (1.3.1)	____	____	____	____
E2.	The special education program contributes to the development of positive attitudes towards others. (1.3.2)	____	____	____	____
E3.	The special education program contributes to students' desire to learn. (1.4.1)	____	____	____	____
E4.	Special education students included in regular education programs benefit socially. (3.2.1)	____	____	____	____
E5.	Parents and professionals make appropriate referrals for those students who are suspected of needing special education. (2.1.1)	____	____	____	____
E6.	Children who may be in need of special education are referred for individual screening as early as should be expected. (2.1.2)	____	____	____	____
E7.	Mass screening or sweep screenings are effective in identifying those students who should receive further screenings or evaluations. (2.1.3)	____	____	____	____
E8.	Pre-referral initial conferences provide effective alternatives to special education which allow students to succeed in regular education. (2.1.4)	____	____	____	____
E9.	Observations prior to referrals contribute to decision making in the evaluation process. (2.1.5)	____	____	____	____
E10.	Referrals accurately reflect the needs identified by the screening data and information from the persons referring the student. (2.1.6)	____	____	____	____
E11.	The evaluation/re-evaluation addresses the needs identified in the referral and/or other relevant data. (2.2.1)	____	____	____	____
E12.	Referrals provide useful information that assists in the selection of evaluation instruments and techniques. (2.3.1)	____	____	____	____

	Excellent	Satisfactory	Unsatisfactory	Not Applicable
E13. All needs identified in referrals are addressed by evaluation techniques. (2.3.2)	____	____	____	____
E14. The techniques used in conducting evaluations/re-evaluations take into account such student considerations as age, disability, and native language. (2.3.3)	____	____	____	____
E15. The evaluations and re-evaluations provide clear, relevant education information sufficient for determining eligibility of students for special education. (2.4.1)	____	____	____	____
E16. The evaluations and re-evaluations provide clear, relevant information which assists in enabling the school-based committee/ administrative placement committee to make placement decisions. ((2.4.2)	____	____	____	____
E17. The evaluations and re-evaluations provide clear, relevant information which assists in enabling the school-based committee/ administrative placement committee to make decisions regarding instructional services. (2.4.3)	____	____	____	____
E18. The evaluations and re-evaluations provide clear, relevant information which assists in enabling the school-based committee/ administrative placement committee to make decisions regarding related services. (2.4.4)	____	____	____	____
E19. The annual reviews thoroughly examine such information as evaluation data, the Individualized Education Programs, and teacher reports. (2.5.1)	____	____	____	____
E20. The annual reviews thoroughly examine students' continuing eligibility for special education. (2.5.2)	____	____	____	____
E21. The annual reviews thoroughly examine the need for changes in students' instructional services. (2.5.3)	____	____	____	____
E22. The annual reviews thoroughly examine the need for changes in students' related services. (2.5.4)	____	____	____	____
E23. The annual reviews thoroughly examine the continued appropriateness of students' placement. (2.5.5)	____	____	____	____

	Excellent	Satisfactory	Unsatisfactory	Not Applicable
E24. The Individualized Education Program statements of present level of performance are derived from actual formal and informal assessment data. (3.1.1)	____	____	____	____
E25. The Individualized Education Program annual goals and short-term objectives are based on identified needs. (3.1.2)	____	____	____	____
E26. The evaluation criteria in the Individualized Education Program objectives are clear and usable. (3.1.3)	____	____	____	____
E27. The appropriate types of regular education are provided, considering assessment data. (3.1.4)	____	____	____	____
E28. The appropriate types of special education (e.g., classes for learning disabled, mentally handicapped) are provided, considering assessment data. (3.1.5)	____	____	____	____
E29. The appropriate types of related services are provided, considering assessment data. (3.1.6)	____	____	____	____
E30. The appropriate types of vocational education services are provided, considering assessment data. (3.1.7)	____	____	____	____
E31. The appropriate amounts of regular education are provided, considering assessment data. (3.1.8)	____	____	____	____
E32. The appropriate amounts of special education are provided, considering assessment data. (3.1.9)	____	____	____	____
E33. The appropriate amounts of related services are provided, considering assessment data. (3.1.10)	____	____	____	____
E34. The appropriate amounts of vocational education services are provided, considering assessment data. (3.1.11)	____	____	____	____
E35. The schools make sufficient personal contact with parents regarding progress of their children. (3.4.2)	____	____	____	____

Instrument F

Administrator Survey

Date _____

Instructions: The statements in this survey reflect various aspects of the school program received by special needs students. Please assist in overall program evaluation by placing an "X" in the appropriate space to indicate the extent that each statement describes the school program for special needs students. Do not include gifted and talented students. Your responses will be used only for program evaluation purposes. Return the completed form to _____ by _____.

Name _____

Position _____

School _____

Instructions to Evaluation Coordinator: Superintendents, assistant superintendents, principals, assistant principals, and other administrators that the LEA feels are necessary should be asked to complete this survey. Please follow through to ensure that fully completed forms are returned.

F. Administrator Survey

		Excellent	Satisfactory	Unsatisfactory	Not Applicable
F1.	Parents and professionals make responsible referrals for those students who are suspected of needing special education. (2.1.1)	____	____	____	____
F2.	The observations prior to referrals contribute to decision making in the evaluation process. (2.1.5)	____	____	____	____
F3.	The referrals accurately reflect the needs identified by the screening data and information from the persons referring the students. (2.1.6)	____	____	____	____
F4.	The evaluations and re-evaluations provide clear, relevant education information sufficient for determining eligibility of students for special education. (2.4.1)	____	____	____	____
F5.	The evaluations and re-evaluations provide clear, relevant information which assists in enabling the school-based committee/ administrative placement committee to make placement decisions. (2.4.2)	____	____	____	____
F6.	The evaluations and re-evaluations provide clear, relevant information which assists in enabling the school-based committee/ administrative placement committee to make decisions regarding instructional services. (2.4.3)	____	____	____	____
F7.	The evaluations and re-evaluations provide clear, relevant information which assists in enabling the school-based committee/ administrative placement committee to make decisions regarding related services (e.g., speech therapy, counseling, physical therapy). (2.4.4)	____	____	____	____
F8.	The appropriate types of regular education classes are provided, considering assessment data. (3.1.4)	____	____	____	____
F9.	The appropriate types of special education (e.g., classes for learning disabled, mentally handicapped) are provided, considering assessment data. (3.1.5)	____	____	____	____
F10.	The appropriate types of related services (e.g., speech therapy, counseling, physical therapy) are provided, considering assessment data. (3.1.6)	____	____	____	____

	Excellent	Satisfactory	Unsatisfactory	Not Applicable
F11. The appropriate types of vocational education are provided considering assessment data. (3.1.7)	____	____	____	____
F12. Communications from the school to parent are conducive to building positive relationships. (3.4.1)	____	____	____	____
F13. The schools make sufficient personal contact with parents regarding progress of their children. (3.4.2)	____	____	____	____
F14. Parents are asked to provide information regarding the placement and educational planning for their children. (3.4.3)	____	____	____	____
F15. Information supplied by parents is considered in decision making. (3.4.4)	____	____	____	____

Instrument G

Student Survey

Date _____

Instructions to Students: The statements below describe different ways you feel about yourself and your school. There are no "correct" answers. Please place an "X" after each sentence to show if you agree with what it says.

Instructions to Teacher: Selected students in your class have been identified to complete this survey as part of the overall special education program evaluation. Please help them fill out the survey completely without influencing their responses. In some cases, it may be helpful to read and/or explain the questions to students. Be sure they are aware that all responses are confidential and will be used only to learn how they feel about themselves and school. Please return the completed surveys to _____ by _____.

G. Student Survey

		Excellent	Satisfactory	Unsatisfactory	Not Applicable
G1.	I often do things in school with my classmates who are not receiving special help. (3.2.1)	____	____	____	____
G2.	My school makes me feel good about myself. (1.3.1)	____	____	____	____
G3.	I like many of the people in my school. (1.3.2)	____	____	____	____
G4.	I feel that it is important that my school work is finished on time. (1.2.1)	____	____	____	____
G5.	I like myself. (1.3.1)	____	____	____	____
G6.	I like school. (1.4.1)	____	____	____	____
G7.	I do my schoolwork the best I can. (1.2.1)	____	____	____	____
G8.	I like my classmates. (1.3.2)	____	____	____	____
G9.	School makes me want to learn. (1.4.1)	____	____	____	____
G10.	I get chosen to do things in school with my classmates who are not receiving special help. (3.2.1)	____	____	____	____

APPENDIX C

RESULTS TABLE SHELLS

Instrument H

Self-Study: Optional Procedures to Obtain Additional Information for Selected Program Evaluation Questions

Instructions: Many program evaluators will want to investigate selected evaluation questions in greater detail than Instruments A through G allow. The material in this instrument is intended to provide guidance to those seeking to conduct more thorough evaluations of special education programs.

The general approach for this instrument is to appoint a person(s) knowledgeable in special education to investigate a particular question; practical avenues for data collection, inquiry, or analysis are provided. Ideally, a team of people would conduct such an investigation under the leadership of an individual who is impartial--that is, not an employee of the district. In reality, it is expected that it is the local special education administrator who will volunteer to do the extra work outlined by this instrument. The saving strength in this reality is that the administrator who is motivated to do extra analyses will generally be motivated to take the care necessary to obtain valid findings.

Thus, this instrument uses the time-honored approach found in many accreditation models, the "self-study."

Each self-study proposed in this instrument is provided on separate pages; users should scan the material and decide which, if any, of the studies are desirable for their particular situations. The general format of self-study can also be adapted for the study of other evaluation questions.

SELF-STUDIES

H-1 Reading, Language, Mathematics

H-2 Vocational Education

H-3 Follow-up of Graduates

H-4 Cultural Arts

H-5 Social Studies and Science

H-6 Case Study of Referral/Evaluation

H-7 Severely Handicapped Programming

H-8 Students Placed Out

H-9 Preschool Children

H-10 Students over 18 years old

H-11 Staff Development

H-12 Materials and Equipment

H-13 Student Attendance

SELF-STUDY H-1

READING, LANGUAGE ARTS AND MATHEMATICS

When to Use this Self-Study

This self-study provides additional investigation of reading, language arts and mathematics competencies using a comparative evaluation design. It should prove most useful in those cases where conflicting or unexpected results were obtained using the standard methods (Records Review and Surveys) with respect to reading, language arts, and mathematics.

Evaluation Questions

The following evaluation questions were addressed by this self-study:

1.1.1 Are reading competencies attained commensurate with students' abilities and handicapping conditions?

1.1.2 Are language arts competencies attained commensurate with students' abilities and handicapping conditions?

1.1.3 Are math competencies attained commensurate with students' abilities and handicapping conditions?

Instructions

1. Select three or more comparable North Carolina LEAs, using the following criteria.

   A. Incidence of special needs students within 1% of your LEA.

   B. A similar proportion of special needs students taking the achievement tests in grades 3, 6 and 9.

   C. Comparable achievement test scores for non-special needs students.

2. Compare the scores for each subtest in each area.

How to Interpret Findings

This provides a numerical standard for your LEA, with the understanding that the "comparable" districts must be similar in terms of special needs student population, proportion taking the tests, and general LEA student scores. Interpret in terms of success, with the goal of improvement in future years.

SELF-STUDY H-2

VOCATIONAL EDUCATION

When to Use this Self-Study

This self-study should prove most useful to those LEAs where additional information is sought regarding the vocational preparation of special education students. The self-study complements findings in the basic program evaluation.

Evaluation Questions

The following evaluation questions are addressed by this self-study:

1.1.4 Are vocational competencies attained commensurate with students' abilities and handicapping conditions?

1.2.1 Does the special education program contribute to the development of students' positive work habits?

Instructions

1. Appoint an investigator(s) who will be responsible for submitting reports on the following activities.

2. Review student Individual Written Rehabilitation Programs (IWRP) and summarize with descriptive information. Also rate the IWRP for the extent to which it contributes to the above evaluation questions. Then, determine the extent to which IWRPs serve the total special needs population who could benefit from rehabilitation services, through interviews of persons involved (e.g., the intake process for rehabilitation).

3. Interview high school students and their parents regarding the two evaluation questions. Use the response format from the surveys. Also, ask for suggestions and general program perceptions.

4. Compare the vocational education roster to the potential number of special needs students receiving vocational services, per age group (i.e., 16, 17).

How to Interpret Findings

1. The IWRP descriptive information should be reported in a table, followed by a discussion of the data. Discussion should center around eligibility criteria for rehabilitation services, further possible use of rehabilitation services, and possible equivalent services from the LEA.

2. Interviews should be reported in terms of percentages (%) of satisfactory responses. Interviewee explanations for the responses should also be noted, with particular attention to trends.

3. The discrepancy between actual (roster) and potential vocational services should be discussed in terms of curriculum, team decisions, and long-term student planning.

4. The total vocational experience for handicapped students should be discussed in terms of vocational preparations as a program priority.

SELF-STUDY E-3

FOLLOW-UP OF GRADUATES

When to Use this Self-Study

The follow-up of graduates should be very useful to those LEAs interested in the maximum amount of information regarding student outcomes (the product goal area).

It should be stressed that this is a very time-consuming self-study method, requiring several hundred hours of searching and interviewing for most LEAs.

Evaluation Questions

The following evaluation questions are addressed by this self-study:

1.1.4 Are vocational competencies attained commensurate with students' abilities and handicapping conditions?

1.1.8 Are competencies for healthful living attained commensurate with students' abilities and handicapping conditions?
- . Self-Help Skills/Life Skills
- . Physical Education/Health Education

1.2.1 Does the special education program contribute to the development of students' positive work habits?

1.3.1 Does the special education program contribute to the development of positive attitudes towards self?

1.3.2 Does the special education program contribute to the development of positive attitudes towards others?

1.4.1 Does the special education program contribute to students' desire to learn?

Instructions

1. Choose graduating class year approximately three years ago for the target group. Make a list of all special education students that graduated. Include (but label for data analysis purposes) dropouts who should be grouped with that class.

2. Large LEAs may take a true random sample of the class (e.g., one-third of the class) to represent the class.

3. Create interview questions for the above evaluation questions (see the survey for these items). Add questions such as present job, job satisfaction, community activity, leisure activities, and several open-ended questions. Train one or two interviewer(s) on impartial interview techniques.

Instructions (con't)

4. Find the graduates and conduct personal (or telephone) interviews. It is important to follow-up and interview as high a proportion of the intended group (or sample) as possible, since a low return would likely bias results. Try again and again to reach all of the group.

How to Interpret Findings

1. Present the results in tables, by area of exceptionality and placement. Separate and compare dropouts and graduates.

2. Total up the estimated annual incomes for the graduates. Discuss in terms of accomplishment and in terms of projected full employment of the class.

3. Fully describe where the students live--have they moved out of the area?

4. Discuss investment in education in terms of jobs, taxpayers, and good citizens.

SELF-STUDY H-4

CULTURAL ARTS

When to Use this Self-Study

When additional information is sought on program effectiveness in the cultural arts, a person or team should be assigned to investigate this area.

Evaluation Questions

The following evaluation question is addressed by this self-study:

1.1.7 Are cultural arts competencies attained commensurate with students' abilities and handicapping conditions?

Instructions

1. A committee made up of special education personnel with expertise in the arts should develop an interview guide. The guide should be differentiated, on some points, for different age level students.
2. List target interviewees, including appropriate staff members, students, and parents. Sample as necessary.
3. Provide training on appropriate interview techniques for the interviewer(s).
4. Conduct the interviews; also collecting open-ended information.
5. Possible Extra Procedure: In-depth interview of a successful case story.

How to Interpret Findings

1. Present the results in tables.
2. If the "successful case study" was done, develop realistic numbers of students that could also demonstrate success in the arts.
3. Discuss finances in terms of student potential and broad educational goals.

SELF-STUDY H-5

SOCIAL STUDIES AND SCIENCE

When to Use this Self-Study

When additional information is sought on program effectiveness in the areas of social studies and science, a person or team should be assigned to investigate this area.

Evaluation Questions

The following evaluation questions are addressed by this self-study:

1.1.5 Are science competencies attained commensurate with students' abilities and handicapping conditions?

1.1.6 Are social studies competencies attained commensurate with students' abilities and handicapping conditions?

Instructions

1. Study and describe LEA curriculum and obtain data regarding the number of special education students directly participating in the regular curriculum.

2. Develop survey questions (to be added to the teacher surveys) or interview guides. The items should reflect student outcomes and regular/special education curriculum coordination for various grade levels.

3. Collect the data (survey or interview) using proper sampling, administration and/or interview techniques.

How to Interpret Findings

1. Present the results in tables by age group.

2. Discuss in terms of:
   - Student outcomes
   - Curriculum implications
   - Mainstreaming implications

3. Discuss the relationship of these areas to reading and to vocational preparation.

SELF-STUDY H-6

CASE-STUDY OF REFERRAL/EVALUATION

When to Use this Self-Study

In those cases where the survey instruments (or other information) suggest functional problems in the referral/evaluation process, a more in-depth look at individual cases is suggested. This is a time-consuming self-study, and should only be attempted when a problem in this area is evident and further information is necessary before improvements can be made.

Evaluation Questions

The following evaluation questions are addressed in this self-study: 2.1.1 through 2.4.4 (see Manual).

Instructions

1. List all students referred during a specified period (e.g., the last school year). Divide the list into two columns: those students who were placed in special education and those students who were not placed in special education. Use random sampling to reduce each column to 15 cases (or to 25 cases for large LEAs).

2. Assign case investigators who can be impartial. One case investigator should have cases from both columns described above. Expertise in Special Education is an essential ingredient.

3. Investigators should compose a checklist and recording sheet, based on the evaluation questions.

4. Investigators should read the students' records and interview all people involved with the referral/evaluation process. The open-ended question "why" should be asked in a non-threatening, research manner for each question. Repeat interviews may be necessary after additional questions are generated by the first interview.

How to Interpret Findings

1. Describe the results in two tables, one table for cases that resulted in special education services and one for cases that did not. Do not combine the results.

2. Anecdotal descriptions of selected cases should be developed to make key points.

3. Analysis should be provided in terms of the quality and effectiveness of the professional process in producing the intended results (evaluations and placements). Emphasize the quality of decisions rather than compliance with mandates. Do not fault individuals if there are problems; rather, focus on processes and actions.

SELF-STUDY H-7

SEVERELY HANDICAPPED PROGRAMMING

When to Use this Self-Study

When an LEA serves severely handicapped students directly, additional information regarding the effectiveness of such programs should be sought through self study.

Evaluation Questions

Based upon the program's objectives, evaluation questions should be developed.

Use the format and style found in this manual, as appropriate.

The following are suggested as areas for program objectives if such objectives need to be developed:

- Student acquisition of skills (mobility, motor development, socialization, daily living, health, and communication).
- Suitable curriculum (comprehensive, longitudinal, usable).
- Appropriate materials (age appropriate, related to curriculum).
- Proper teaching strategies (DO NOT duplicate staff evaluation efforts).
- Coordinated service delivery (include coordination with residential services and therapy as appropriate).

Instructions

1. Develop survey or interview items based on the evaluation questions. Field test the items on a few people who will not actually be respondents.
2. Search for additional methods to answer the evaluation questions, such as folder review and statistical data.
3. Collect data, using methods parallel to those in this manual.

How to Interpret Findings

1. Provide statistical results in tables and graphs.
2. Discuss the results in a format comparable to that described in this manual.

SELF-STUDY H-8

STUDENTS PLACED OUT

When to Use this Self-Study

In those cases where additional information is desired regarding students placed out of the LEA a self-study can provide the needed information.

Evaluation Questions

Additional program objectives and evaluation questions should be created. The following are suggested areas:

- Quality of placement decisions;
- Student outcomes;
- Plans for return to the LEA; and
- Quality of program oversight from the LEA.

Instructions

1. Use data collection methods comparable to those in the manual.
2. Conduct interviews with team members who have placed children out of the LEA. Site visitations to receiving schools can provide useful information.
3. In-depth study of a few cases (to illustrate different reasons for out placement) should yield information to complement representative data from interviews and surveys.

How to Interpret Findings

A format for results and interpretation similar to that in the manual should be used. Information on cost implication might be included.

SELF-STUDY H-9

PRESCHOOL CHILDREN

When to Use this Self-Study

When the LEA provides a preschool program for handicapped children, a self-study can measure program effectiveness and suggest program improvements.

Evaluation Questions

Program objectives and evaluation questions for the preschool program should be developed by adapting the materials in this manual to reflect the mission of the preschool program. Quality indicators for unique service delivery models (e.g., homebased, consultation) should be included. Long-term outcomes should also be included to the extent that they are program objectives.

Instructions

1. Adapting materials from this manual, develop instrumentation to reflect preschool program objectives. If the program has distinct components, they should be treated as separate units for analysis.

2. Employ proper sampling techniques and administer the instruments.

How to Interpret Findings

1. Present the results with tables and graphs that emphasize outcome objectives.

2. If possible, discuss in terms of program costs and future cost savings for special education.

SELF-STUDY H-10

STUDENTS OVER 18 YEARS OLD

When to Use this Self-Study

When the LEA provides programs to students over 18 years old, a self-study in this area can measure program effectiveness and suggest program improvements.

Evaluation Questions

Many evaluation questions from this manual apply to this group. In addition, unique program objectives (e.g., dropout rate, vocational skill training) can generate evaluation questions to be addressed for this program area.

Instructions

1. Adapting materials from this manual, develop instrumentation to reflect program objectives and evaluation questions for this area. Consideration should be given to student interviews as a useful instrument.

2. Employ proper sampling techniques and administer the instruments.

How to Interpret Findings

1. Add descriptive results (e.g., skill training areas) to tables and graphs, to emphasize program intent.

2. If possible, discuss findings of terms of program continuity with the rest of the special education program, and provide cost data.

SELF-STUDY H-11

STAFF DEVELOPMENT

When to Use this Self-Study

When an LEA needs to identify the effectiveness of staff development, a self-study can provide the needed information.

Evaluation Questions

The following evaluation questions are suggested for this self-study for an (optional) program objective of improving staff competencies and attitudes:

- Are staff competencies improved as a result of inservice activities?
- Are staff attitudes improved as the result of inservice activities?
- Are inservice activities systematically designed to address staff competency needs?
- Are inservice activities systematically designed to improve staff attitudes?

Instructions

1. Review the above evaluation questions and revise as necessary. For more detail, the competency areas and attitudes can be specified. Also, various program components within staff development (e.g., workshop series, "Wednesday seminars," department newsletters, inservice day) can be specified. Long-term vs. short-term effects may also be addressed.

2. Instrumentation should be developed to measure program evaluation questions. If data is collected on an ongoing basis (i.e., for evaluation of each workshop or activity), such existing information should be used first.

How to Interpret Findings

Present the results succinctly in a table. In narrative, describe the staff development program activities. Staff development costs should also be described, and related to the overall special education budget (e.g., 1%). Time spent by staff should also be considered in discussing staff development program effectiveness.

SELF-STUDY H-12

MATERIALS AND EQUIPMENT

When to Use this Self-Study

When an LEA needs evaluation information regarding materials and equipment, a self-study can provide needed evaluation information.

Evaluation Questions

Evaluation questions can be derived from the Department of Public Instruction publication "A Program Description for Use by School Units in State Accreditation and Programming Planning: Exceptional Children's Programs." Questions should emphasize the degree to which materials and equipment are effective instructional aids.

Instructions

1. Develop evaluation questions and instrument items.
2. Investigate existing sources of data (e.g., accreditation reports, equipment inventories).
3. Consider sharing information among the LEAs for (per-pupil) comparisons.
4. Collect data.

How to Interpret Findings

Present descriptive information such as annual expenditures and inventory along with effectiveness results. Interpret in terms of satisfactory use of resources.

SELF-STUDY H-13

STUDENT ATTENDANCE

When to Use this Self-Study

When information relating to student attendance would be helpful in assessing certain program objectives, a self-study for student attendance should be conducted.

Evaluation Questions

The following evaluation questions are partially addressed by this self-study:

1.1.4 Are vocational competencies attained commensurate with students' abilities and handicapping conditions?

1.1.8 Are competencies for healthful living attained commensurate with students' abilities and handicapping conditions?
- . Self-Help Skills/Life Skills
- . Physical Education/Health Education

1.2.1 Does the special education program contribute to the development of students' positive work habits?

1.4.1 Does the special education program contribute to students' desire to learn?

Instructions

1. Collect student attendance information for each unit of analysis.
2. Gather in-depth information by interview or record search to determine the reasons for any attendance problems.
3. Comparative data, for regular education or other LEAs, may prove valuable in some cases where results are difficult to interpret in isolation.

How to Interpret Findings

Descriptive results should be provided for each unit of analysis. The reasons for attendance problems should be described. The degree of relationship to each of the four (4) evaluation questions should be discussed, noting the limitation that usually several variables affect students' attendance.

APPENDIX C

RESULTS TABLE SHELLS

TABLE SHELLS

INSTRUMENT A

DATE: _____

Survey results are categorized into four (4) groups: EXCELLENT, SATISFACTORY, UNSATISFACTORY, AND NOT APPLICABLE.

This table shell displays the percent of satisfactory or better responses. Compute this by dividing the number of SATISFACTORY and EXCELLENT responses by the total number of EXCELLENT, SATISFACTORY, and UNSATISFACTORY responses. Do not include the NOT APPLICABLE responses in calculations.

NOTE: If a more detailed analysis is desired, extra copies of Instrument A may be used as a table or the table shell may be modified.

INSTRUMENT A: Student Record Review

TABLE SHELL

% of Satisfactory or Better Responses by Exceptionality, Student Setting & Level

Questions	LEA TOTAL	LD	EH	EM	TM	SI	OTHER	REG IND	REG DIR	RES RM	BLK RES	SC	SDS	H/H	ELEM	SEC
A1. The referral accurately reflects the needs identified by the screening data and information from the persons referring the students. (2.1.6)																
A2. The evaluation/re-evaluation addresses the needs identified in the referral and/or other relevant data (2.2.1) (2.3.2)																
A3. The referral provides useful information that assists in the selection of evaluation instruments and techniques. (2.3.1)																
A4. The techniques used in conducting evaluation/re-evaluation take into account such student considerations as age, disability, and native language. (2.3.3)																
A5. There is concrete evidence that the annual review has thoroughly examined such information as evaluation data, the Individualized Education Program and other relevant data to determine the appropriateness of continued placement and/or related services. (2.5.1)																

INSTRUMENT A: Student Record Review

TABLE SHELL

% of Satisfactory or Better Responses by Exceptionality, Student Setting & Level

Questions	LEA TOTAL	LD	EH	EM	TM	SI	OTHER	REG IND	REG DIR	RES RM	BLK RES	SC	SDS	H/H	ELEM	SEC
A6. There is concrete evidence that the annual review has thoroughly examined the students' continuing eligibility for special education. (2.5.2)																
A7. There is concrete evidence that the annual review has thoroughly examined the need for changes in students' instructional services. (2.5.3)																
A8. There is concrete evidence that the annual review has thoroughly examined the need for changes in students' related services. (2.5.4)																
A9. There is concrete evidence that the annual review has thoroughly examined the continued appropriateness of student placement. (2.5.5)																
A10. The Individualized Education Program statements of present level of performance are derived from actual formal and informal assessment data. (3.1.1)																

INSTRUMENT A: Student Record Review

TABLE SHELL

% of Satisfactory or Better Responses by Exceptionality, Student Setting & Level

Questions	LEA TOTAL	LD	EH	EM	TM	SI	OTHER	REG IND	REG DIR	RES RM	BLK RES	SC	SDS	H/H	ELEM	SEC
A11. The Individualized Education Program goals and short-term objectives are based on identified needs. (3.1.2)																
A12. Evaluation criteria in Individualized Education Programs are clear and usable. (3.1.3)																
A13. The appropriate types of regular education are provided, considering assessment data. (3.1.4)																
A14. The appropriate types of special education are provided, considering assessment data. (3.1.5)																
A15. The appropriate types of related services are provided, considering assessment data. (3.1.6)																
A16. The appropriate types of vocational education services are provided, considering assessment data. (3.1.7)																
A17. The appropriate amounts of regular education are provided, considering assessment data. (3.1.8)																

INSTRUMENT A: Student Record Review

TABLE SHELL

% of Satisfactory or Better Responses by Exceptionality, Student Setting & Level

Questions	LEA TOTAL	LD	EH	EM	TM	SI	OTHER	REG IND	REG DIR	RES RM	BLK RES	SC	SDS	H/H	ELEM	SEC
A18. The appropriate amounts of special education are provided, considering assessment data. (3.1.9)																
A19. The appropriate amounts of related services are provided, considering assessment data. (3.1.10)																
A20. The appropriate amounts of vocational education services are provided, considering assessment data. (3.1.11)																
A21. The documented evidence from the school to parents indicates that the contact is conducive to building positive relationships. (3.4.1)																
A22. Reading competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.1)																
A23. Language arts competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.2)																

INSTRUMENT A: Student Record Review

TABLE SHELL

% of Satisfactory or Better Responses by Exceptionality, Student Setting & Level

Questions	LEA TOTAL	LD	EH	EM	TM	SI	OTHER	REG IND	REG DIR	RES RM	BLK RES	SC	SDS	H/H	ELEM	SEC
A24. Math competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.3)																
A25. Science competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.5)																
A26. Social studies competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.6)																
A27. Competencies in the cultural arts are attained commensurate with students' abilities and handicapping conditions. (1.1.7)																
A28. Vocational education competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.4)																
A29. Competencies in self-help/ life skills are attained commensurate with students' abilities and handicapping conditions. (1.1.8)																

INSTRUMENT A: Student Record Review

TABLE SHELL

% of Satisfactory or Better Responses by Exceptionality, Student Setting & Level

Questions	LEA TOTAL	LD	EH	EM	TM	SI	OTHER	REG IND	REG DIR	RES RN	BLK RES	SC	SDS	H/H	ELEM	SEC
A30. Competencies in physical education/health education are attained commensurate with students' abilities and handicapping conditions. (1.1.8)																

TABLE SHELLS

INSTRUMENTS B, C, D, E, F, AND G

Date: _____

Survey responses are categorized into four (4) groups:

EXCELLENT, SATISFACTORY, UNSATISFACTORY, AND NOT APPLICABLE. Suggested data combinations for most users are:

EXCELLENT	SATISFACTORY	UNSATISFACTORY	NOT APPLICABLE
More than Adequate	Adequate	Less than Adequate / Not At All	NOT APPLICABLE

These table shells display the percent of satisfactory or better responses. Compute this by dividing the number of SATISFACTORY and EXCELLENT responses by the total number of EXCELLENT, SATISFACTORY and UNSATISFACTORY responses. Do not include the NOT APPLICABLE responses in calculations.

NOTE: If a more detailed analysis is desired, extra copies of Instruments may be used as a table or table shells may be modified.

INSTRUMENT B: Parent Survey

TABLE SHELL

% of Satisfactory or Better Responses by Exceptionality, Student Setting & Level

Questions	LEA TOTAL	LD	EH	EM	TM	SI	OTHER	REG IND	REG DIR	RES RM	BLK RES	SC	SDS	H/H	ELEM	SEC
B1. Reading (1.1.1)																
B2. Language Arts (1.1.2)																
B3. Math (1.1.3)																
B4. Science (1.1.5)																
B5. Social Studies (1.1.6)																
B6. Cultural Arts (1.1.7)																
B7. Healthful living (e.g., physical education, health education, life skills, and self-help skills) (1.1.8)																
B8. Vocational Education (1.1.4)																
B9. The special education program helps my child develop good work habits. (1.2.1)																
B10. The special education program helps my child feel good about himself/herself. (1.3.1)																
B11. The special education program helps my child feel good about other people. (1.3.2)																

INSTRUMENT B; Parent Survey

TABLE SHELL

% of Satisfactory or Better Responses by Exceptionality, Student Setting & Level

Questions	LEA TOTAL	LD	EH	EM	TM	SI	OTHER	REG IND	REG DIR	RES RM	BLK RES	SC	SDS	H/H	ELEM	SEC
B12. The special education program encourages my child to want to learn. (1.4.1)																
B13. My child was referred and tested as soon as a problem was suspected. (2.1.2)																
B14. The yearly Individualized Education Program and annual review meetings consider information such as test information, the Individualized Education Program and teacher reports. (2.5.1)																
B15. The yearly Individualized Education Program meeting considers whether or not my child should continue in special education. (2.5.2)																
B16. The yearly Individualized Education Program meetings consider the need for changes in my child's classroom instruction. (2.5.3)																
B17. The yearly Individualized Education Program meetings consider the need for changes in my child's related services (e.g., speech therapy, counseling, physical therapy). (2.5.4)																

INSTRUMENT B: Parent Survey

TABLE SHELL

% of Satisfactory or Better Responses by Exceptionality, Student Setting & Level

Questions	LEA TOTAL	LD	EH	EM	TM	SI	OTHER	REG IND	REG DIR	RES RM	BLK RES	SC	SDS	H/H	ELEM	SEC
B18. The yearly Individualized Education Program meetings consider whether my child is getting the right special help. (2.5.5)																
B19. The regular school programs help my child in the way he/she behaves and gets along with others. (3.2.1)																
B20. The regular school programs help my child's school work. (3.3.1)																
B21. The conferences, phone calls and letters from the school help the school and me work together. (3.4.1)																
B22. The school keeps me informed about my child's progress. (3.4.2)																
B23. The school asks me for information about planning my child's school program. (3.4.3)																
B24. The school uses the information that I give them to plan my child's program. (3.4.4)																

INSTRUMENT C: Special Education Teacher Survey

TABLE SHELL

% of Satisfactory or Better Responses by Student Setting & Level

Questions	LEA TOTAL	REG IND	REG DIR	RES RM	SC	SDS	H/H	ELEM	SEC
C1. Reading competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.1)									
C2. Language arts competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.2)									
C3. Math competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.3)									
C4. Science competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.5)									
C5. Social studies competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.6)									
C6. Cultural arts competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.7)									
C7. Vocational education competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.4)									
C8. Self-help skills/life skills competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.8)									

INSTRUMENT C: Special Education Teacher Survey

TABLE SHELL

% of Satisfactory or Better Responses by Student Setting & Level

Questions	LEA TOTAL	REG IND	REG DIR	RES RM	SC	SDS	H/H	ELEM	SEC
C9. Physical education/health education competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.8)									
C10. The special education program contributes to the development of students' positive work habits. (1.2.1)									
C11. The special education program contributes to the development of positive attitudes towards self. (1.3.1)									
C12. The special education program contributes to the development of positive attitudes towards others. (1.3.2)									
C13. The special education program contributes to students' desire to learn. (1.4.1)									
C14. Students who are included in regular education benefit socially. (3.2.1)									
C15. Students who are included in regular education programs benefit academically. (3.3.1)									
C16. Parents and professionals make responsible referrals for those students who are suspected of needing special education. (2.1.1)									
C17. Children who may be in need of special education are referred for individual screening as early as should be expected. (2.1.2)									

INSTRUMENT C: Special Education Teacher Survey

TABLE SHELL

% of Satisfactory or Better Responses by Student Setting & Level

Questions	LEA TOTAL	REG IND	REG DIR	RES RM	SC	SDS	H/H	ELEM	SLC
C13. The mass screenings or sweep screenings are effective in identifying those students who should receive further screening or evaluation. (2.1.3)									
C19. The pre-referral initial conferences provide effective alternatives to special education which allow students to succeed in regular education. (2.1.4)									
C20. The referrals accurately reflect the needs identified by the screening data and information from the persons referring the student. (2.1.6)									
C21. The evaluation/re-evaluation addresses the needs identified in the referral and/or other relevant data. (2.2.1)									
C22. The techniques used in conducting evaluation/re-evaluation take into account such student considerations as age, disability, and native language. (2.3.3)									
C23. The Individualized Education Program statements of present level of performance are derived from actual formal and informal assessment data. (3.1.1)									
C24. The Individualized Education Program annual goals and short-term objectives are based on identified needs. (3.1.2)									
C25. The evaluation criteria in the Individualized Education Program objectives are clear and usable. (3.1.3)									

INSTRUMENT C: Special Education Teacher Survey

TABLE SHELL

% of Satisfactory or Better Responses by Student Setting & Level

Questions	LEA TOTAL	REG IND	REG DIR	RES RM	SC	SDS	H/H	ELEM	SEC
C26. The appropriate types of regular education classes are provided, considering assessment data. (3.1.4)									
C27. The appropriate types of special education (e.g. classes for learning disabled, mentally handicapped) are provided, considering assessment data. (3.1.5)									
C28. The appropriate types of related services are provided considering assessment data. (3.1.6)									
C29. The appropriate types of vocational education are provided, considering assessment data. (3.1.7)									
C30. The appropriate amounts of regular education are provided, considering assessment data. (3.1.8)									
C31. The appropriate amounts of special education are provided, considering assessment data. (3.1.9)									
C32. The appropriate amounts of related services are provided, considering assessment data. (3.1.10)									
C33. The appropriate amounts of vocational education services are provided, considering assessment data. (3.1.11)									
C34. The school has sufficient personal contact with parents regarding progress of their children. (3.4.2)									
C35. Information supplied by parents is used in decision making. (3.4.4)									

INSTRUMENT D: Regular Education Teacher Survey

TABLE SHELL

% of Satisfactory or Better Responses by Level

Questions	LEA TOTAL	ELEM	SEC
D1. Reading competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.1)			
D2. Language arts competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.2)			
D3. Math competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.3)			
D4. Science competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.5)			
D5. Social studies competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.6)			

Questions	LEA TOTAL	ELEM	SEC
D6. Cultural arts competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.7)			
D7. Vocational education competencies are attained commensurate with students abilities and handicapping conditions. (1.1.4)			
D8. Self-help skills/life skills competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.8)			
D9. Physical education/ health education competencies are attained commensurate with students' abilities and handicapping conditions. (1.1.8)			
D10. The special education program contributes to the development of students' positive work habits. (1.2.1)			

INSTRUMENT D: Regular Education Teacher Survey

TABLE SHELL

% of Satisfactory or Better Responses by Level

Questions	LEA TOTAL	ELEM	SEC
D11. The special education program contributes to the development of positive attitudes towards self. (1.3.1)			
D12. The special education program contributes to the development of positive attitudes towards others. (1.3.2)			
D13. The special education program contributes to students' desire to learn. (1.4.1)			
D14. Students who are included in regular education programs benefit socially (3.2.1)			
D15. Students who are included in regular education programs benefit academically. (3.3.1)			
D16. The mass screenings or sweep screenings are effective in identifying those students who should receive further screening or evaluation. (2.1.3)			

Questions	LEA TOTAL	ELEM	SEC
D17. Pre-referral conferences provide effective alternatives to special education which allows students to succeed in regular education. (2.1.4)			
D18. Observations prior to referrals contribute to decision making in the evaluation process. (2.1.5)			
D19. The evaluations and re-evaluations provide clear, relevant information which assists in enabling the school-based/administrative placement committee to make decisions regarding instructional services. (2.4.3)			
D20. The Individualized Education Program annual goals and short-term objectives are based on identified needs. (3.1.2)			
D21. The evaluation criteria in Individualized Education Program objectives are clear and usable. (3.1.3)			

INSTRUMENT D: Regular Education Teacher Survey

TABLE SHELL

% of Satisfactory or Better Responses by Level

Questions	LEA TOTAL	ELEM	SEC
D22. The appropriate types of regular education classes are provided, considering assessment data. (3.1.4)			
D23. The appropriate types of special education (e.g., classes for learning disabled, mentally handicapped) are provided, considering assessment data. (3.1.5)			
D24. The appropriate types of related services (e.g. speech therapy, counseling, physical therapy) are provided, considering assessment data. (3.1.6)			
D25. The appropriate types of vocational education services are provided, considering assessment data. (3.1.7)			
D26. The appropriate amounts of regular education are provided, considering assessment data. (3.1.8)			

Questions	LEA TOTAL	ELEM	SEC
D27. The appropriate amounts of special education are provided, considering assessment data. (3.1.9)			
D28. The appropriate amounts of related services are provided, considering assessment data. (3.1.10)			
D29. The appropriate amounts of vocational education services are provided, considering assessment data. (3.1.11)			
D30. The schools make sufficient personal contact with parents regarding progress of their children. (3.4.2)			
D31. Parents are asked to provide information regarding the placement and educational planning for their children. (3.4.3)			

INSTRUMENT E: Related Services Staff Survey

TABLE SHELL

% of Satisfactory or Better Responses by Level

Questions	LEA TOTAL	ELEM	SEC
E1. The special education program contributes to the development of positive attitudes towards self. (1.3.1)			
E2. The special education program contributes to the development of positive attitudes towards others. (1.3.2)			
E3. The special education program contributes to students' desires to learn. (1.4.1)			
E4. Special education students included in regular education programs benefit socially. (3.2.1)			
E5. Parents and professionals make appropriate referrals for those students who are suspected of needing special education. (2.1.1)			
E6. Children who may be in need of special education are referred for individual screening as early as should be expected. (2.1.2)			

Questions	LEA TOTAL	ELEM	SEC
E7. Mass screening or sweep screenings are effective in identifying those students who should receive further screenings or evaluations. (2.1.3)			
E8. Pre-referral initial conferences provide effective alternatives to special education which allow students to succeed in regular education. (2.1.4)			
E9. Observations prior to referrals contribute to decision making in the evaluation process. (2.1.5)			
E10. Referrals accurately reflect the needs identified by the screening data and information from the persons referring the student. (2.1.6)			
E11. The evaluation/re-evaluation addresses the needs identified in the referral and/or other relevant data. (2.2.1)			

INSTRUMENT E: Related Services Staff Survey

TABLE SHELL

% of Satisfactory or Better Responses by Level

Questions	LEA TOTAL		ELEM	SEC
E12. Referrals provide useful information that assists in the selection of evaluation instruments and techniques. (2.3.1)				
E13. All needs identified in referrals are addressed by evaluation techniques. (2.3.2)				
E14. The techniques used in conducting evaluations/ re-evaluations take into account such student considerations as age, disability, and native language. (2.3.3)				
E15. The evaluations and re-evaluations provide clear relevant education information sufficient for determining eligibility of students for special education. (2.4.1)				
E16. The evaluations and re-evaluations provide clear relevant information which assists in enabling the school-based committee/administrative placement committee to make placement decisions. (2.4.2)				

Questions	LEA TOTAL		ELEM	SEC
E17. The evaluations and re-evaluations provide clear, relevant information which assists in enabling the school-based committee/ administrative placement committee to make decisions regarding instructional services. (2.4.3)				
E18. The evaluations and re-evaluations provide clear, relevant information which assists in enabling the school-based committee/ administrative placement committee to make decisions regarding related services. (2.4.4)				
E19. The annual reviews thoroughly examine such information as evaluation data, the Individualized Education Programs, and teacher reports. (2.5.1)				
E20. The annual reviews thoroughly examine students' continuing eligibility for special education. (2.5.2)				

INSTRUMENT E: Related Services Staff Survey

TABLE SHELL

% of Satisfactory or Better Responses by Level

Questions	LEA TOTAL	ELEM	SEC
E21. The annual reviews thoroughly examine the need for changes in students' instructional services. (2.5.3)			
E22. The annual reviews thoroughly examine the need for changes in students' related services. (2.5.4)			
E23. The annual reviews thoroughly examine the continued appropriateness of students' placement. (2.5.5)			
E24. The Individualized Education Program statements of present level of performance are derived from actual formal and informal assessment data. (3.1.1)			
E25. The Individualized Education Program annual goals and short-term objectives are based on identified needs. (3.1.2)			

Questions	LEA TOTAL	ELEM	SEC
E26. The evaluation criteria in the Individualized Education Program objectives are clear and usable. (3.1.3)			
E27. The appropriate types of regular education are provided, considering assessment data. (3.1.4)			
E28. The appropriate types of special education (e.g., classes for learning disabled, mentally handicapped) are provided, considering assessment data. (3.1.5)			
E29. The appropriate types of related services are provided, considering assessment data. (3.1.6)			
E30. The appropriate types of vocational education services are provided, considering assessment data. (3.1.7)			

TABLE SHELL

% of Satisfactory or Better Responses by Level

Questions	LEA TOTAL	ELEM	SEC
E31. The appropriate amounts of regular education are provided, considering assessment data. (3.1.8)			
E32. The appropriate amounts of special education are provided, considering assessment data. (3.1.9)			
E33. The appropriate amounts of related services are provided, considering assessment data. (3.1.10)			
E34. The appropriate amounts of vocational education services are provided, considering assessment data. (3.1.11)			
E35. The schools make sufficient personal contact with parents regarding progress of their children. (3.4.2)			

INSTRUMENT F: Administrator Survey

TABLE SHELL

% of Satisfactory or Better Responses by Level

Questions	LEA TOTAL	ELEM	SEC
F1. Parents and professionals make responsible referrals for those students who are suspected of needing special education. (2.1.1)			
F2. The observations prior to referrals contribute to decision making in the evaluation process. (2.1.5)			
F3. The referrals accurately reflect the needs identified by the screening data and information from the persons referring the students. (2.1.6)			
F4. The evaluations and re-evaluations provide clear, relevant education information sufficient for determining eligibility of students for special education. (2.4.1)			

Questions	LEA TOTAL	ELEM	SEC
F5. The evaluations and re-evaluations provide clear, relevant information which assists in enabling the school-based committee/administrative placement committee to make placment decisions. (2.4.2)			
F6. The evaluations and re-evaluations provide clear, relevant information which assists in enabling the school-base committee/ administrative placement committee to make decisions regarding instructional services. (2.4.3)			
F7. The evaluations and re-evaluations provide clear, relevant information which assists in enabling the school-based committee/administrative placement committee to make decisions regarding related services (e.g., speech therapy, counseling, physical therapy). (2.4.4)			

INSTRUMENT F: Administrator Survey

TABLE SHELL

% of Satisfactory or Better Responses by Level

Questions	LEA TOTAL	ELEM	SEC
F3. The appropriate types of regular education classes are provided, considering assessment data. (3.1.4)			
F9. The appropriate types of special education (e.g., classes for learning disabled, mentally handicapped) are provided, considering assessment data. (3.1.5)			
F10. The appropriate types of related services (e.g., speech therapy, counseling, physical therapy) are provided, considering assessment data. (3.1.6)			
F11. The appropriate types of vocational education are provided considering assessment data. (3.1.7)			
F12. Communications from the school to parent are conducive to building positive relationships. (3.4.1)			

Questions	LEA TOTAL	ELEM	SEC
F13. The schools make sufficient personal contact with parents regarding progress of their children. (3.4.2)			
F14. Parents are asked to provide information regarding the placement and educational planning for their children. (3.4.3)			
F15. Information supplied by parents is considered in decision making. (3.4.4)			

INSTRUMENT G: Student Survey

TABLE SHELL

% of Yes Responses by Exceptionality, Student Setting & Level

Questions	LEA TOTAL	LD	EH	EM	TM	SI	OTHER	REG IND	REG DIR	RES RM	BLK RES	SC	SDS	H/H	ELEM	SEC
G1. I often do things in school with my classmates who are not receiving special help. (3.2.1)																
G2. My school makes me feel good about myself. (1.3.1)																
G3. I like many of the people in my school. (1.3.2)																
G4. I feel that it is important that my school work is finished on time. (1.2.1)																
G5. I like myself. (1.3.1)																
G6. I like school. (1.4.1)																
G7. I do my schoolwork the best I can. (1.2.1)																
G8. I like my classmates. (1.3.2)																
G9. School makes me want to learn. (1.4.1)																
G10. I get chosen to do things in school with my classmates who are not receiving special help. (3.2.1)																

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